

IDENTIFYING THE LANGUAGE PROBLEMS OF OVERSEAS STUDENTS
IN TERTIARY EDUCATION IN THE UNITED KINGDOM

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Volume Two of a thesis submitted for the
Ph.D. Degree of the University of London

Department of English for Speakers of Other Languages, Institute
of Education.

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APPENDIX 1.1

Letters and Pro Forma sent to Institutions
Requesting Details of Overseas Student Numbers

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

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12 October 1979

RESEARCH UNIT
EXT 207

LETTER AND PRO FORMA SENT TO ALL UNIVERSITIES IN THE UNITED KINGDOM

In recent years, a number of examination centres have contacted the Associated Examining Board to enquire about the possible availability of examinations in English to Overseas Students. The Board, accordingly, set up a working party to consider the question in greater depth. As a result of the investigations of the working party, the Board has now set up a research project designed to analyse the language needs of students following various courses of study at institutes of higher education and to design examinations specifically prepared to reflect the needs of the prospective foreign students enrolling for these courses.

The Board has statistics for overseas admissions by subject group at the national level and now wishes to ascertain how many overseas students are enrolling in these various courses of study at particular universities. Once these have been determined, the Board hopes to be able to develop closer contacts with the departments concerned, so that a more accurate analysis of the language needs of overseas students following particular courses of study at under-graduate and post-graduate level may be established.

On the basis of this analysis, the Board will be developing a series of modular *English for Specific Purpose* tests which will provide detailed information as to whether a student is at a level sufficient to be able to meet the communicative demands of a given course of study or, alternatively, the nature and extent of language tuition he would require to reach the necessary competence level.

The University Central Council on Admissions have advised us that they are unable to release statistics on individual universities without prior written consent from the universities. We would be most grateful if you would grant us permission to request, from UCCA, the statistics which will enable us to determine the subject areas where foreign students have enrolled at your university, as this would give us the necessary information to proceed with the next stage of analysing the language needs of the overseas student in these areas.

.../

The Board would also be most appreciative if you could indicate, on the attached proforma, the numbers of overseas post-graduate students (for whom English is not a mother tongue) enrolling for the first time in the 1978-1979 session in each of the subject areas. The information provided would be communicated internally only to those concerned with developing the project and would not be published in any form which would allow individual universities or departments within universities to be identified.

Could you also let us know whether the university sets any English language requirements which must be met before foreign students are allowed to join your courses, at both under-graduate and post-graduate level. Finally, it would also be most helpful if you could supply us with copies of your latest prospectuses.

We would be most grateful if you could bring the existence of this testing project to the attention of the various heads of departments concerned with teaching foreign students, and invite any who might be interested in receiving further details to get in touch with Mr. C.J. Weir (extension 229), at the Board's Research Unit.

Your co-operation in meeting the above requests and any assistance you might be able to offer us in the future would play a vital part in ensuring that a series of tests are developed which will provide a valid and reliable guide to the overseas student's command of the linguistic skills appropriate to his or her proposed course of study.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Tim Houston', with a stylized, flowing script.

Dr. J.G. Houston
Director of Research & Statistics

Enc.

ENGLISH TO OVERSEAS STUDENTS PROJECT

A survey of the numbers of foreign students, for whom English is not the mother tongue, registering at for post-graduate degrees in the 1978-1979 academic session.

NOTE TO CORRESPONDENTS:

Would you please indicate the number of foreign students registering for post-graduate degrees, in the boxes next to the subject categories.

	NUMBER OF POST-GRADUATE STUDENTS 1978-79
I EDUCATION	
1 Education	
2 Combinations of education with others	
II MEDICINE, DENTISTRY AND HEALTH	
3 Medicine	
4 Dentistry	
5 Pharmacy	
6 Pharmacology	
7 Other studies allied to medicine and health	
III ENGINEERING AND TECHNOLOGY	
8 Aeronautical Engineering	
9 Chemical Engineering	
10 Civil Engineering	
11 Electrical/Electronic Engineering	
12 Mechanical Engineering	
13 Production Engineering	
14 Mining	
15 Metallurgy	
16 Other general & combined engineering subjects	
17 Surveying	
18 Other technologies & combinations of engineering & technologies	

NUMBER OF
POST-GRADUATE
STUDENTS
1978-79

IV AGRICULTURE, FORESTRY & VETERINARY SCIENCE

19 Agricultural Sciences	
20 Veterinary Science	
21 Forestry	

V SCIENCE

22 Biology	
23 Botany	
24 Zoology	
25 Physiology and/or Anatomy	
26 Biochemistry	
27 Other general and combined biological sciences	
28 Mathematics	
29 Mathematics/Physics	
30 Physics	
31 Chemistry	
32 Geology	
33 Other environmental sciences	
34 Other general and combined physical sciences	
35 Combinations of biological and physical sciences	

VI SOCIAL, ADMINISTRATIVE & BUSINESS STUDIES

36 Business Management Studies	
37 Economics	
38 Geography	
39 Accountancy	
40 Government and Public Administration	
41 Law	
42 Psychology	

NUMBER OF
POST-GRADUATE
STUDENTS
1978-79

VI (cont.)

43 Sociology	
44 Social Anthropology	

VII ARCHITECTURE AND OTHER PROFESSIONAL AND VOCATIONAL
SUBJECTS

45 Architecture	
46 Town and Country Planning	
47 Other professional and vocational studies	

VIII LANGUAGES, LITERATURE AND AREA STUDIES

48 Languages	
49 Literature	
50 Area Studies	

IX ARTS OTHER THAN LANGUAGES

51 History	
52 Archaeology	
53 Philosophy	
54 Art and Design	
55 Drama	
56 Music	
57 Arts General	

THE ASSOCIATED EXAMINING BOARD

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12 October 1979

RESEARCH UNIT
EXT 207

LETTER AND PRO FORMA SENT TO ALL POLYTECHNICS IN THE UNITED KINGDOM

In recent years, a number of examination centres have contacted the Board to enquire about the possible availability of examinations in English to Overseas Students. The Associated Examining Board, accordingly, set up a working party to consider the question in greater depth. As a result of the investigations of the working party, the Board has now set up a research project designed to analyse the language needs of students following various courses of study at institutes of further and higher education and to design examinations specifically prepared to reflect the needs of the prospective foreign students enrolling for these courses.

The aim of the research is to produce an examination which will provide a reliable guide to the student's command of the linguistic skills appropriate to his or her proposed course of study.

In order to maximise the efficiency of the project, we are conducting an initial survey aimed at establishing the relative numbers of students embarking on courses, both at the further and the higher education level. The Board would be most grateful if you were able to supply us with figures, indicating the numbers of foreign students (for whom English is not the mother tongue), accepted for courses at your institution, on the attached proforma.

The information provided would be communicated internally only to those concerned with developing the project and would not be published in any form which would allow individual polytechnics or departments within polytechnics to be identified.

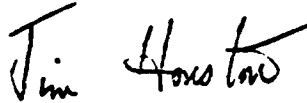
Could you also let us know whether the polytechnic sets any English language requirements which must be met before foreign students are allowed to join your courses? Finally, it would also be most helpful if you could supply us with copies of your latest prospectuses.

We would be most grateful if you could bring the existence of this testing project to the attention of the various heads of departments concerned with teaching foreign students, and invite any who might be interested in receiving further details to get in touch with Mr. C.J. Weir (extension 229), at the Board's Research Unit.

.../

Your co-operation in meeting the above requests, and any assistance you might be able to offer us in the future, would play a vital part in ensuring that a series of tests are developed which will provide a valid and reliable guide to the overseas student's command of the linguistic skills appropriate to his or her proposed course of study.

Yours sincerely,

A handwritten signature in cursive script that reads "Jim Houston". The signature is written in dark ink and is positioned above the printed name.

Dr. J.G. Houston
Director of Research & Statistics

Enc.

ENGLISH TO OVERSEAS STUDENTS PROJECT

A survey of the numbers of foreign students, for whom English is not the mother tongue, starting courses at in the 1978-1979 academic session.

NOTE TO CORRESPONDENTS:

Would you please indicate the number of full time foreign students, who enrolled for each course, in the box next to the subject category.

I EDUCATION

NUMBER OF
FOREIGN
STUDENTS
1978-79

1 Education	
2 Combinations of education with others	

II MEDICINE, HEALTH & WELFARE

3 Medicine	
4 Health	
5 Welfare/Social Work	
6 Combinations of these	
7 Nursing	

III ENGINEERING & TECHNOLOGY

8 Aeronautical Engineering	
9 Chemical Engineering	
10 Civil Engineering	
11 Electrical/Electronic Engineering	
12 Mechanical Engineering	
13 Production Engineering	
14 Mining	
15 Metallurgy	
16 Other general & combined engineering subjects	
17 Surveying	
18 Other technologies & combinations of engineering and technologies	

IV AGRICULTURE, FORESTRY & VETERINARY SCIENCE	NUMBER OF FOREIGN STUDENTS 1978-79
19 Agricultural Sciences	
20 Veterinary Science	
21 Forestry	

V SCIENCE

22 Biology	
23 Botany	
24 Zoology	
25 Physiology and/or Anatomy	
26 Biochemistry	
27 Other general & combined biological sciences	
28 Mathematics	
29 Mathematics/Physics	
30 Physics	
31 Chemistry	
32 Geology	
33 Other environmental sciences	
34 Other general & combined physical sciences	
35 Combinations of biological & physical sciences	

VI SOCIAL, ADMINISTRATIVE & BUSINESS STUDIES

36 Business Management Studies	
37 Economics	
38 Geography	
39 Accountancy	
40 Government & Public Administration	
41 Law	
42 Psychology	

VI (Cont.)

NUMBER OF
FOREIGN
STUDENTS
1978-79

43 Sociology	
44 Social Anthropology	

VII ARCHITECTURE & OTHER PROFESSIONAL & VOCATIONAL
SUBJECTS

45 Architecture	
46 Professional Studies	
47 Vocational Studies	

VIII LANGUAGES, LITERATURE & AREA STUDIES

48 Languages	
49 Literature	
50 Area Studies	

IX ARTS OTHER THAN LANGUAGES

51 Music	
52 Drama	
53 Art & Design	
54 Others	

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12 October 1979

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EXT 207

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UNITED KINGDOM

Dear Sir/Madam,

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The aim of the research is to produce an examination which will provide a reliable guide to the student's command of the linguistic skills appropriate to his or her proposed course of study.

In order to maximise the efficiency of the project, we are conducting an initial survey aimed at establishing the relative numbers of students embarking on courses, both at the further and the higher education level. The Board would be most grateful if you were able to supply us with figures, indicating the numbers of foreign students (for whom English is not the mother tongue), accepted for courses at your institution, on the attached proforma. In entering the details, could you please ensure that only foreign students who are enrolled on full time courses in these areas are included in the figures; i.e. not those enrolled in classes for GCE or CSE examinations. The information provided would be communicated internally only to those concerned with developing the project, and would not be published in any form which would allow individual colleges or departments within colleges to be identified.

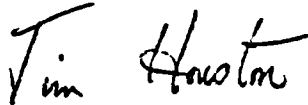
Could you also let us know whether the college sets any English language requirements which must be met before foreign students are allowed to join your courses? Finally, it would also be most helpful if you could supply us with copies of your latest prospectuses.

We would be most grateful if you could bring the existence of this testing project to the attention of the various heads of departments concerned with teaching foreign students, and invite any who might be interested in receiving further details to get in touch with Mr. C.J. Weir (extension 229), at the Board's Research Unit.

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NOTE TO CORRESPONDENTS:

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2 Combinations of education with others	

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3 Medicine	
4 Health	
5 Welfare/Social Work	
6 Combinations of these	
7 Nursing	

III ENGINEERING & TECHNOLOGY

8 Aeronautical Engineering	
9 Chemical Engineering	
10 Civil Engineering	
11 Electrical/Electronic Engineering	
12 Mechanical Engineering	
13 Production Engineering	
14 Mining	
15 Metallurgy	
16 Other general & combined engineering subjects	
17 Surveying	
18 Other technologies & combinations of engineering & technologies	

IV AGRICULTURE, FORESTRY & VETERINARY SCIENCE	NUMBER OF FOREIGN STUDENTS 1978-79
19 Agricultural Sciences	
20 Veterinary Science	
21 Horticulture	

V SCIENCE

22 Biology	
23 Botany	
24 Zoology	
25 Physiology and/or Anatomy	
26 Biochemistry	
27 Other general & combined biological sciences	
28 Mathematics	
29 Mathematics/Physics	
30 Physics	
31 Chemistry	
32 Geology	
33 Other environmental sciences	
34 Other general & combined physical sciences	
35 Combinations of biological & physical sciences	

VI SOCIAL, ADMINISTRATIVE & BUSINESS STUDIES

36 Business, Management Studies	
37 Economics	
38 Geography	
39 Accountancy	
40 Government & Public Administration	
41 Law	
42 Psychology	

	NUMBER OF FOREIGN STUDENTS 1978-79
VI (Cont.)	

43 Sociology	
44 Social Anthropology	

VII ARCHITECTURE & OTHER PROFESSIONAL & VOCATIONAL
SUBJECTS

45 Architecture, Building & Surveying	
46 Professional Studies	
47 Hotel Keeping, Catering & Institutional Management	
48 Other vocational studies	

VIII LANGUAGES, LITERATURE & AREA STUDIES

49 Languages	
50 Literature	
51 Area Studies	

IX ARTS OTHER THAN LANGUAGES

52 Music	
53 Drama	
54 Art & Design	
55 Others	

APPENDIX 1.2

Totals of New Non-Native Speaker (N.N.S.) Entries
In the Further and Higher Education Sectors 1978-1979

- 1.2.1 Totals of New Entries Undergraduate and Post-graduate
According to University and Subject as at
31st December, 1978
- 1.2.2 Totals of New First Year Students by Subject and
Polytechnic as at 31st December, 1978
- 1.2.3 Totals of New First Year Students in the Further
Education Sector by Subject and College as at
31st December, 1978

Appendix 1.2.1

Totals of New Entries Undergraduate and Post-graduate
According to University and Subject
as at 31st December, 1978

Figures Supplied by Universities Statistical Record

NEW UNDERGRADUATES														
Science														
AS AT 31st DECEMBER, 1978														
	Biology	Botany	Zoology	Physiology and/or Anatomy	Biochemistry	Other Gen. & Comb. Biol. Sciences	Mathematics	Maths./Physics	Physics	Chemistry	Geology	Other Environmental Sciences	Other Gen. & Comb. Physical Sciences	Comb. of Biol. & Phys. Sciences
ABERDEEN UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-	-	-	23
ABERYSTWYTH (UNIVERSITY COLLEGE OF WALES)	-	-	-	-	-	-	2	-	-	-	-	-	-	4
ASTON IN BIRMINGHAM UNIVERSITY	-	-	-	-	-	5	20	3	3	16	4	-	-	6
BANGOR UNIVERSITY	-	-	-	-	-	1	2	-	-	-	-	-	-	13
BATH UNIVERSITY	-	-	-	-	-	-	5	-	1	1	-	-	-	-
BELFAST UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BIRMINGHAM UNIVERSITY	1	-	-	-	7	3	5	-	1	2	-	-	-	-
BRADFORD UNIVERSITY	-	-	-	-	-	-	20	-	6	12	-	2	-	-
BRISTOL UNIVERSITY	-	-	-	-	2	1	-	-	2	1	-	-	1	-
BRUNEL UNIVERSITY	-	-	-	-	1	-	12	-	-	5	-	-	-	-
BUCKINGHAM, UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CAMBRIDGE	-	-	-	-	1	3	21	-	-	-	-	-	4	5
CARDIFF, UNIVERSITY COLLEGE OF	-	-	-	-	-	-	-	-	-	-	-	-	-	26
CITY UNIVERSITY (LONDON)	-	-	-	-	-	-	19	-	2	13	-	-	-	-
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY	6	-	1	3	6	-	4	-	2	1	1	-	-	4
DURHAM UNIVERSITY	-	-	-	-	-	-	1	-	-	1	-	-	-	1
EAST ANGLIA UNIVERSITY	-	-	-	-	1	6	6	1	2	4	-	7	-	2
EDINBURGH	3	-	-	-	-	-	2	-	2	-	3	-	-	32
ESSEX UNIVERSITY	-	-	-	-	-	-	1	-	-	1	-	-	8	4
EXETER UNIVERSITY	-	-	-	-	-	-	4	1	1	1	-	-	-	4
GLASGOW UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-	-	-	15
HERRIOT WATT UNIVERSITY	3	-	-	-	2	-	11	-	2	5	-	-	-	-
HULL UNIVERSITY	-	-	-	-	-	2	4	-	2	-	-	-	1	1
KEELE UNIVERSITY	-	-	-	-	-	-	1	-	2	-	-	-	-	-
KENT AT CANTERBURY, UNIVERSITY OF	1	-	-	-	2	1	14	-	1	4	-	-	-	5
LANCASTER UNIVERSITY	2	-	-	-	2	1	5	-	3	4	-	2	-	-
LEEDS UNIVERSITY	2	-	-	1	-	3	16	-	2	6	2	-	-	4
LEICESTER UNIVERSITY	-	-	-	-	-	1	-	-	-	2	-	-	-	2
LIVERPOOL UNIVERSITY	4	-	1	1	7	-	12	-	1	3	-	-	-	-
LONDON	27	7	7	9	22	18	149	8	43	31	9	1	4	12
BEDFORD														
BIRBECK COLLEGE														
CHELSEA COLLEGE														
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY														
KINGS COLLEGE														
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE														
QUEEN ELIZABETH COLLEGE														
QUEEN MARY COLLEGE														
ROYAL HOLLOWAY COLLEGE														
S.O.A.S.														
UNIVERSITY COLLEGE														
WESTFIELD COLLEGE														
WYE COLLEGE														
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY	-	-	-	-	-	-	5	-	2	1	-	-	-	-
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE	-	-	-	-	2	-	36	-	6	18	-	-	-	23
VICTORIA UNIVERSITY OF MANCHESTER	2	-	-	3	1	-	21	-	4	-	-	-	1	3
NEWCASTLE UPON TYNE UNIVERSITY	-	-	-	1	6	1	6	-	1	1	2	-	-	7
NOTTINGHAM UNIVERSITY	-	-	1	-	-	-	2	-	6	1	-	-	-	-
OXFORD	-	1	1	1	2	-	3	-	4	1	1	-	-	-
READING UNIVERSITY	1	-	-	-	-	1	9	-	3	4	4	3	-	1
SAINT ANDREWS	-	-	-	1	-	-	1	-	3	-	-	-	-	27
SALFORD UNIVERSITY	1	-	-	-	2	-	4	-	9	-	-	-	-	21

	Biology	Botany	Zoology	Physiology and /or Anatomy	Biochemistry	Other Gen. & Comb. Biol. Sciences	Mathematics	Maths./Physics	Physics	Chemistry	Geology	Other Environmental Sciences	Other Gen. & Comb. Physical Sciences	Comb. of Biol. & Phys. Sciences
SHEFFIELD UNIVERSITY	-	1	1	2	-	1	5	-	1	4	-	-	-	4
SOUTHAMPTON UNIVERSITY	1	-	-	-	-	-	4	-	2	1	-	-	2	-
STIRLING UNIVERSITY	7	-	-	-	2	-	-	-	-	2	-	-	-	3
STRATHCLYDE, UNIVERSITY OF	-	-	-	-	1	-	1	-	1	2	-	-	-	-
SURREY UNIVERSITY	4	-	-	2	6	-	9	-	3	1	-	-	-	-
SUSSEX UNIVERSITY	5	-	-	-	6	3	11	1	5	4	-	-	2	29
SWANSEA, UNIVERSITY COLLEGE OF	4	-	-	-	2	1	6	-	1	-	-	-	-	5
ULSTER, NEW UNIVERSITY OF	1	-	-	-	1	-	-	-	-	3	-	-	-	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	-	-	-	-	-	-	2	-	-	2	-	-	-	-
WARWICK UNIVERSITY	1	-	-	-	2	-	4	-	4	2	-	-	-	-
YORK UNIVERSITY	-	-	-	-	1	-	6	-	-	-	-	-	-	-
TOTAL OF UNIVERSITIES IN ENGLAND	52	9	11	20	73	50	440	14	122	145	22	15	23	134
TOTAL OF UNIVERSITIES IN WALES	4	-	-	-	2	2	12	-	1	2	-	-	-	48
TOTAL OF UNIVERSITIES IN SCOTLAND	19	-	1	4	11	-	19	-	10	10	4	-	-	104
TOTAL OF UNIVERSITIES IN N. IRELAND	1	-	-	-	1	-	-	-	-	3	-	-	-	2
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	76	9	12	24	87	52	471	14	133	160	26	15	23	288

NEW POST-GRADUATES															
Science															
AS AT 31st DECEMBER, 1978		Biology	Botany	Zoology	Physiology and/or Anatomy	Biochemistry	Other Gen. & Comb. Biol. Sciences	Mathematics	Maths./Physics	Physics	Chemistry	Geology	Other Environmental Sc.	Other Gen. & Comb. Physical Sciences	Comb. of Biol. & Phys. Sciences
ABERDEEN UNIVERSITY		2	7	6	1	2	-	1	-	1	2	9	-	-	-
ABERYSTWYTH (UNIVERSITY COLLEGE OF WALES)-		3	1	-	-	2	-	9	-	-	-	1	-	-	-
ASTON IN BIRMINGHAM UNIVERSITY		3	-	-	-	-	-	16	-	25	23	2	-	-	-
BANGOR UNIVERSITY		14	-	2	-	-	-	-	-	-	1	-	4	-	-
BATH UNIVERSITY		-	-	-	-	-	7	-	-	5	5	-	-	-	-
BELFAST UNIVERSITY		2	1	-	-	-	-	3	-	3	11	-	-	-	-
BIRMINGHAM UNIVERSITY		2	12	1	-	2	-	13	-	5	15	7	-	-	-
BRADFORD UNIVERSITY		1	1	-	-	1	-	5	-	-	15	-	-	-	-
BRISTOL UNIVERSITY		-	2	-	1	1	-	4	-	6	9	1	-	-	-
BRUNEL UNIVERSITY		6	5	-	-	1	-	29	-	14	4	-	-	-	1
BUCKINGHAM, UNIVERSITY OF		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CAMBRIDGE		6	-	3	2	3	-	19	-	8	5	3	-	-	-
CARDIFF, UNIVERSITY COLLEGE OF		2	4	3	-	2	-	23	-	1	9	2	-	-	-
CITY UNIVERSITY (LONDON)		-	-	-	-	-	-	4	-	-	14	-	-	-	-
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY		8	-	-	-	-	24	28	-	7	4	1	-	-	-
DURHAM UNIVERSITY		3	1	3	-	-	-	3	-	6	7	5	-	-	-
EAST ANGLIA UNIVERSITY		6	-	-	-	-	-	1	-	4	24	-	3	-	-
EDINBURGH		4	1	-	-	-	-	17	-	3	2	2	1	-	-
ESSEX UNIVERSITY		5	-	-	-	-	-	18	-	12	17	-	-	-	-
EXETER UNIVERSITY		4	-	-	-	-	-	3	-	1	1	-	-	-	-
GLASGOW UNIVERSITY		3	-	3	-	-	-	18	-	-	7	7	-	-	-
HERRIOT WATT UNIVERSITY		7	-	-	-	-	-	9	-	2	2	-	-	-	-
HULL UNIVERSITY		-	-	1	-	2	-	1	-	3	3	4	-	-	-
KEELE UNIVERSITY		-	-	-	-	-	-	1	-	1	-	1	-	-	-
KENT AT CANTERBURY, UNIVERSITY OF		2	-	-	-	-	-	8	-	1	3	-	-	-	-
LANCASTER UNIVERSITY		-	-	-	-	-	-	6	-	2	2	-	1	-	-
LEEDS UNIVERSITY		-	-	1	3	1	-	14	-	1	7	9	-	-	1
LEICESTER UNIVERSITY		1	-	-	1	1	-	-	-	-	1	7	-	-	-
LIVERPOOL UNIVERSITY		3	2	1	-	-	-	23	-	-	5	1	3	-	-
LONDON		15	11	20	6	27	1	139	-	58	43	46	2	-	-
BEDFORD															
BIRBECK COLLEGE															
CHELSEA COLLEGE															
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY															
KINGS COLLEGE															
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE															
QUEEN ELIZABETH COLLEGE															
QUEEN MARY COLLEGE															
ROYAL HOLLOWAY COLLEGE															
S.O.A.S.															
UNIVERSITY COLLEGE															
WESTFIELD COLLEGE															
WYE COLLEGE															
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY		-	-	-	-	-	-	20	-	2	39	-	-	-	-
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE		-	-	-	-	1	-	12	-	6	29	-	-	-	-
VICTORIA UNIVERSITY OF MANCHESTER		12	-	2	-	2	-	17	-	11	6	-	-	-	-
NEWCASTLE UPON TYNE UNIVERSITY		4	2	5	-	1	-	15	-	9	6	4	-	-	-
NOTTINGHAM UNIVERSITY		-	4	-	-	1	-	4	-	1	2	-	1	-	-
OXFORD		-	3	6	-	3	-	26	-	19	7	-	-	-	-
READING UNIVERSITY		4	3	4	-	-	1	12	-	1	5	3	13	-	-
SAINT ANDREWS		-	3	1	-	3	-	1	-	1	1	1	-	-	-
SALFORD UNIVERSITY		-	-	-	-	1	-	1	-	1	22	-	-	-	-

	Biology	Botany	Zoology	Physiology and/or Anatomy	Biochemistry	Other Gen. & Comb. Biol. Sciences	Mathematics	Maths./Physics	Physics	Chemistry	Geology	Other Environmental Sc.	Other Gen. & Comb. Physical Sciences	Comb. of Biol. & Phys. Sciences
SHEFFIELD UNIVERSITY	-	3	-	2	-	-	7	-	3	6	2	-	-	-
SOUTHAMPTON UNIVERSITY	2	-	-	-	-	-	26	-	-	10	2	-	-	10
STIRLING UNIVERSITY	6	-	-	-	1	-	1	-	-	-	-	-	-	-
STRATHCLYDE, UNIVERSITY OF	9	-	-	-	1	-	1	-	2	6	-	-	-	-
SURREY UNIVERSITY	-	-	-	1	8	-	-	-	12	2	-	-	2	-
SUSSEX UNIVERSITY	4	-	-	-	2	2	5	-	10	12	-	-	-	-
SWANSEA, UNIVERSITY COLLEGE OF	6	-	8	-	2	-	6	-	2	6	1	4	-	-
ULSTER, NEW UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	-	-	-	-	-	-	-	-	1	1	-	-	-	-
WARWICK UNIVERSITY	-	-	-	-	-	-	10	-	1	-	-	1	3	-
YORK UNIVERSITY	1	-	-	-	-	-	1	-	-	2	-	-	-	-
TOTAL OF UNIVERSITIES IN ENGLAND	84	49	47	16	58	11	463	-	228	351	97	24	5	12
TOTAL OF UNIVERSITIES IN WALES	22	5	13	-	6	-	38	-	4	17	4	8	-	-
TOTAL OF UNIVERSITIES IN SCOTLAND	39	11	10	1	7	24	76	-	16	24	20	1	-	-
TOTAL OF UNIVERSITIES IN N. IRELAND	2	1	-	-	-	-	3	-	3	11	-	-	-	-
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	147	66	70	17	71	35	580	-	251	403	121	33	5	12

NEW UNDERGRADUATES

Engineering

AS AT 31st DECEMBER, 1978

	Aero. Engineering	Chemical Engineering	Civil Engineering	Electric/Electronic Eng.	Mechanical Engineering	Production Engineering	Mining	Metallurgy	Other General & Combined Engineering Subjects	Surveying	Other Tech. & Comb. of Eng. & Technologies
ABERDEEN UNIVERSITY	-	-	-	-	-	-	-	-	29	-	-
ABERYSTWYTH (University College of Wales)	-	-	-	-	-	-	-	-	-	-	-
ASTON IN BIRMINGHAM UNIVERSITY	-	17	35	26	15	6	-	3	-	-	6
BANGOR UNIVERSITY	-	-	-	9	-	-	-	-	-	-	-
BATH UNIVERSITY	1	1	7	4	3	-	-	-	2	-	2
BELFAST UNIVERSITY	1	-	10	2	-	-	-	-	-	-	-
BIRMINGHAM UNIVERSITY	-	14	19	18	22	11	4	1	1	-	-
BRADFORD UNIVERSITY	-	5	8	6	8	-	-	-	1	-	2
BRISTOL UNIVERSITY	7	-	1	-	-	-	-	-	-	-	-
BRUNEL UNIVERSITY	-	-	3	3	1	1	-	3	3	-	2
BUCKINGHAM, UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-
CAMBRIDGE	-	-	-	-	-	-	-	-	11	-	-
CARDIFF, UNIVERSITY COLLEGE OF	-	-	40	43	18	-	8	5	-	-	-
CITY UNIVERSITY (LONDON)	15	-	29	36	22	-	-	-	6	-	-
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)	-	-	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY	-	-	16	8	1	-	-	-	-	-	-
DURHAM UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
EAST ANGLIA UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
EDINBURGH	-	-	21	-	-	-	-	-	10	-	-
ESSEX UNIVERSITY	-	-	-	28	-	-	-	-	37	-	-
EXETER UNIVERSITY	-	3	-	-	-	-	-	-	1	-	-
GLASGOW UNIVERSITY	4	-	39	12	26	-	-	-	1	-	-
HERRIOT WATT UNIVERSITY	-	4	28	11	12	-	-	-	-	5	7
HULL UNIVERSITY	-	-	-	4	-	-	-	-	3	-	-
KEELE UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
KENT AT CANTERBURY, UNIVERSITY OF	-	-	-	11	-	-	-	-	-	-	-
LANCASTER UNIVERSITY	-	-	-	-	-	-	-	-	11	-	-
LEEDS UNIVERSITY	-	15	28	6	32	-	7	4	-	-	22
LEICESTER UNIVERSITY	-	-	-	-	-	-	-	-	18	-	-
LIVERPOOL UNIVERSITY	-	-	14	13	9	-	-	1	-	-	-
LONDON	28	18	59	38	64	-	5	5	11	-	15
BEDFORD											
BIRBECK COLLEGE											
CHELSEA COLLEGE											
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY											
KINGS COLLEGE											
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE											
QUEEN ELIZABETH COLLEGE											
QUEEN MARY COLLEGE											
ROYAL HOLLOWAY COLLEGE											
S.O.A.S.											
UNIVERSITY COLLEGE											
WESTFIELD COLLEGE											
WYE COLLEGE											
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY	8	3	9	22	6	4	-	-	1	-	9
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE	-	25	42	28	9	-	-	2	4	-	10
VICTORIA UNIVERSITY OF MANCHESTER	18	-	18	38	18	-	-	3	6	-	-
NEWCASTLE UPON TYNE UNIVERSITY	-	7	20	17	30	-	1	1	3	3	-
NOTTINGHAM UNIVERSITY	-	-	12	8	6	4	3	1	-	-	-
OXFORD	-	-	-	-	-	-	-	-	3	-	-
READING UNIVERSITY	-	-	-	14	9	-	-	-	1	21	9
SAINT ANDREWS	-	-	-	-	-	-	-	-	-	-	-
SALFORD UNIVERSITY	4	8	47	35	16	-	-	-	1	7	-

	Aero. Engineering	Chemical Engineering	Civil Engineering	Electric/Electronic Eng.	Mechanical Engineering	Production Engineering	Mining	Metallurgy	Other General & Combined Engineering Subjects	Surveying	Other Tech. & Comb of Eng. & Technologies
SHEFFIELD UNIVERSITY	-	4	18	27	9	-	-	2	4	-	-
SOUTHAMPTON UNIVERSITY	3	-	13	20	4	-	-	-	-	-	-
STIRLING UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
STRATHCLYDE, UNIVERSITY OF	-	-	30	15	36	14	-	-	5	-	5
SURREY UNIVERSITY	-	3	2	17	15	-	-	-	3	-	-
SUSSEX UNIVERSITY	-	-	4	19	15	-	-	-	1	-	2
SWANSEA, UNIVERSITY COLLEGE OF	-	9	37	26	19	-	-	1	7	1	3
ULSTER, NEW UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	-	-	23	16	4	4	-	-	-	-	-
WARWICK UNIVERSITY	-	-	-	-	-	-	-	-	20	-	-
YORK UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
TOTAL OF UNIVERSITIES IN ENGLAND	84	123	388	438	313	26	20	28	152	31	79
TOTAL OF UNIVERSITIES IN WALES	-	9	100	94	41	4	8	6	7	1	3
TOTAL OF UNIVERSITIES IN SCOTLAND	4	4	134	46	75	14	-	-	45	5	12
TOTAL OF UNIVERSITIES IN N. IRELAND	1	-	10	2	-	-	-	-	-	-	-
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	89	136	632	580	429	44	28	34	204	37	94

NEW POST-GRADUATES
Engineering

AS AT 31st DECEMBER, 1978

	Aero. Engineering	Chemical Engineering	Civil Engineering	Electric/Electronic Eng.	Mechanical Engineering	Production Engineering	Mining	Metallurgy	Other General & Combined Engineering Subjects	Surveying	Other Tech. & Comb. of Eng. & Technologies
ABERDEEN UNIVERSITY	-	-	-	-	-	-	-	-	1	-	-
ABERYSTWYTH (UNIVERSITY COLLEGE OF WALES)	-	-	-	-	-	-	-	-	-	-	-
ASTON IN BIRMINGHAM UNIVERSITY	-	35	-	19	16	16	-	8	-	-	14
BANGOR UNIVERSITY	-	-	-	3	-	-	-	-	-	-	-
BATH UNIVERSITY	-	4	1	5	-	-	-	-	11	-	1
BELFAST UNIVERSITY	-	-	-	3	-	2	-	-	-	-	-
BIRMINGHAM UNIVERSITY	-	11	13	11	14	44	1	14	-	-	-
BRADFORD UNIVERSITY	-	16	13	30	1	9	-	-	-	-	26
BRISTOL UNIVERSITY	2	-	-	-	-	-	-	-	-	-	-
BRUNEL UNIVERSITY	-	-	9	14	2	12	-	13	-	-	6
BUCKINGHAM, UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-
CAMBRIDGE	-	3	3	2	4	-	-	3	13	-	3
CARDIFF, UNIVERSITY COLLEGE OF	-	-	8	10	-	-	4	1	-	-	-
CITY UNIVERSITY (LONDON)	-	-	17	-	11	-	-	-	-	-	17
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)	-	-	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY	-	-	16	6	1	-	-	-	-	-	-
DURHAM UNIVERSITY	-	-	-	-	-	-	-	-	1	-	-
EAST ANGLIA UNIVERSITY	-	-	-	-	1	-	-	-	-	-	-
EDINBURGH	-	2	8	1	-	-	-	-	-	-	-
ESSEX UNIVERSITY	-	-	-	21	-	-	-	-	-	-	-
EXETER UNIVERSITY	-	-	-	-	-	-	-	-	1	-	-
GLASGOW UNIVERSITY	-	-	3	-	4	-	-	-	-	6	10
HERRIOT WATT UNIVERSITY	-	9	6	4	-	-	-	-	-	-	7
HULL UNIVERSITY	-	-	-	1	-	-	-	-	-	-	-
KEELE UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
KENT AT CANTERBURY, UNIVERSITY OF	-	-	-	37	-	-	-	-	-	-	-
LANCASTER UNIVERSITY	-	-	-	-	-	-	-	-	-	-	16
LEEDS UNIVERSITY	-	22	28	6	12	-	7	4	-	-	96
LEICESTER UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
LIVERPOOL UNIVERSITY	-	-	6	4	21	-	-	1	-	-	2
LONDON	12	25	72	68	56	-	10	12	31	6	73
BEDFORD											
BIRBECK COLLEGE											
CHELSEA COLLEGE											
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY											
KINGS COLLEGE											
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE											
QUEEN ELIZABETH COLLEGE											
QUEEN MARY COLLEGE											
ROYAL HOLLOWAY COLLEGE											
S.O.A.S.											
UNIVERSITY COLLEGE											
WESTFIELD COLLEGE											
WYE COLLEGE											
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY	2	15	8	39	5	1	-	-	-	-	27
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE	-	26	7	79	25	-	-	1	-	-	59
VICTORIA UNIVERSITY OF MANCHESTER	1	-	9	4	9	-	-	1	-	-	-
NEWCASTLE UPON TYNE UNIVERSITY	-	17	37	9	27	-	6	2	-	-	-
NOTTINGHAM UNIVERSITY	-	-	3	6	-	2	3	2	1	-	5
OXFORD	-	-	1	2	4	-	-	1	-	6	-
READING UNIVERSITY	-	-	-	-	-	-	-	-	1	6	67
SAINT ANDREWS	-	-	-	-	-	-	-	-	-	-	-
SALFORD UNIVERSITY	1	8	3	25	3	-	-	-	-	-	6

	Aero. Engineering	Chemical Engineering	Civil Engineering	Electric/Electronic Eng.	Mechanical Engineering	Production Engineering	Mining	Metallurgy	Other General & Combined Engineering Subjects	Surveying	Other Tech. & Comb. of Eng. & Technologies
SHEFFIELD UNIVERSITY	-	8	26	11	2	6	-	28	22	-	25
SOUTHAMPTON UNIVERSITY	6	-	24	14	-	-	-	-	-	-	20
STIRLING UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
STRATHCLYDE, UNIVERSITY OF	-	15	26	12	28	23	-	2	10	-	20
SURREY UNIVERSITY	-	7	24	4	11	-	-	3	5	-	9
SUSSEX UNIVERSITY	-	-	-	8	3	-	-	-	-	-	8
SWANSEA, UNIVERSITY COLLEGE OF	-	13	10	17	2	-	-	1	-	-	2
ULSTER, NEW UNIVERSITY OF	-	-	-	-	-	-	-	-	-	-	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	-	-	-	32	6	-	-	-	-	-	-
WARWICK UNIVERSITY	-	-	-	-	-	-	-	-	9	-	-
YORK UNIVERSITY	-	-	-	-	-	-	-	-	-	-	-
TOTAL OF UNIVERSITIES IN ENGLAND	24	197	304	419	227	90	27	93	95	18	480
TOTAL OF UNIVERSITIES IN WALES	-	13	18	62	8	-	4	2	-	-	2
TOTAL OF UNIVERSITIES IN SCOTLAND	-	26	59	23	33	23	-	2	11	6	37
TOTAL OF UNIVERSITIES IN N. IRELAND	-	-	-	3	-	2	-	-	-	-	-
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	24	236	381	507	268	115	31	97	106	24	519

NEW UNDERGRADUATES
Business, Social and Administrative Studies
AS AT 31st DECEMBER, 1978

	Business Man. Studies	Economics	Geography	Accountancy	Govt. & Pub. Admin.	Law	Psychology	Sociology	Social Anthropology
ABERDEEN UNIVERSITY	-	-	-	-	-	4	-	-	-
ABERYSTWYTH (UNIVERSITY COLLEGE OF WALES)	-	2	-	-	-	-	-	-	-
ASTON IN BIRMINGHAM UNIVERSITY	18	-	-	-	-	-	-	-	-
BANGOR UNIVERSITY	-	2	-	4	-	-	2	-	-
BATH UNIVERSITY	5	6	-	-	-	-	-	2	-
BELFAST UNIVERSITY	-	-	-	-	-	1	-	-	-
BIRMINGHAM UNIVERSITY	9	-	-	16	-	1	3	2	-
BRADFORD UNIVERSITY	8	-	-	-	-	-	1	2	-
BRISTOL UNIVERSITY	-	3	1	-	3	-	-	-	-
BRUNEL UNIVERSITY	-	1	-	-	-	3	3	1	-
BUCKINGHAM, UNIVERSITY OF	-	-	-	-	-	-	-	-	-
CAMBRIDGE	-	17	-	-	-	26	-	5	1
CARDIFF, UNIVERSITY COLLEGE OF	-	-	-	-	-	8	-	-	-
CITY UNIVERSITY (LONDON)	3	15	-	7	-	-	1	1	-
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY	3	-	-	-	-	2	-	-	-
DURHAM UNIVERSITY	-	-	-	-	-	-	-	1	-
EAST ANGLIA UNIVERSITY	-	-	-	-	-	5	-	-	-
EDINBURGH	1	1	-	-	-	9	1	-	-
ESSEX UNIVERSITY	-	2	-	-	1	-	-	1	-
EXETER UNIVERSITY	-	-	-	1	-	4	2	3	-
GLASGOW UNIVERSITY	-	-	-	3	-	-	-	-	-
HERRIOT WATT UNIVERSITY	38	6	-	1	-	2	-	-	-
HULL UNIVERSITY	2	4	-	-	-	5	2	2	-
KEELE UNIVERSITY	-	-	-	-	-	-	-	-	-
KENT AT CANTERBURY, UNIVERSITY OF	11	15	-	8	-	13	1	8	2
LANCASTER UNIVERSITY	1	5	-	6	5	-	-	1	-
LEEDS UNIVERSITY	1	22	2	-	4	6	3	5	-
LEICESTER UNIVERSITY	-	6	-	-	-	2	1	-	-
LIVERPOOL UNIVERSITY	-	1	-	-	-	3	-	1	-
LONDON	9	54	7	-	1	41	7	10	5
BEDFORD									
BIRBECK COLLEGE									
CHELSEA COLLEGE									
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY									
KINGS COLLEGE									
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE									
QUEEN ELIZABETH COLLEGE									
QUEEN MARY COLLEGE									
ROYAL HOLLOWAY COLLEGE									
S.O.A.S.									
UNIVERSITY COLLEGE									
WESTFIELD COLLEGE									
WYE COLLEGE									
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY	4	-	-	3	-	-	1	1	-
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE	13	-	-	-	-	-	-	-	-
VICTORIA UNIVERSITY OF MANCHESTER	-	-	1	-	31	-	1	-	-
NEWCASTLE UPON TYNE UNIVERSITY	-	2	-	-	-	1	-	-	-
NOTTINGHAM UNIVERSITY	-	1	-	-	1	1	4	1	-
OXFORD	-	-	1	-	-	11	2	4	-
READING UNIVERSITY	-	3	-	-	2	2	2	1	-
SAINT ANDREWS	-	1	-	-	-	-	-	-	-
SALFORD UNIVERSITY	8	4	-	-	-	-	-	5	-

	Business Man. Studies	Economics	Geography	Accountancy	Govt. & Pub. Admin.	Law	Psychology	Sociology	Social Anthropology
SHEFFIELD UNIVERSITY	3	5	-	4	1	3	-	-	-
SOUTHAMPTON UNIVERSITY	1	6	-	2	-	5	-	2	-
STIRLING UNIVERSITY	-	2	-	-	-	-	5	1	-
STRATHCLYDE, UNIVERSITY OF	-	-	-	-	-	-	-	-	-
SURREY UNIVERSITY	-	-	-	-	-	-	1	-	-
SUSSEX UNIVERSITY	-	13	-	-	6	3	2	13	1
SWANSEA, UNIVERSITY COLLEGE OF	-	4	-	-	-	-	2	-	-
ULSTER, NEW UNIVERSITY OF	1	-	-	-	-	-	1	2	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	7	3	-	5	-	10	-	-	-
WARWICK UNIVERSITY	6	1	-	6	2	8	-	4	-
YORK UNIVERSITY	-	10	-	-	7	-	2	1	-
TOTAL OF UNIVERSITIES IN ENGLAND	102	196	12	53	64	143	39	77	9
TOTAL OF UNIVERSITIES IN WALES	7	11	2	9	-	18	4	-	-
TOTAL OF UNIVERSITIES IN SCOTLAND	42	10	-	4	-	17	6	1	-
TOTAL OF UNIVERSITIES IN N. IRELAND	1	-	-	-	-	1	1	2	-
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	152	217	14	66	64	179	50	80	9

NEW POST-GRADUATES
Business, Social and Administrative Studies
AS AT 31st DECEMBER, 1978

	Business Man. Studies	Economics	Geography	Accountancy	Govt. & Pub. Admin.	Law	Psychology	Sociology	Social Anthropology
ABERDEEN UNIVERSITY	-	9	2	-	3	1	1	5	-
ABERYSTWYTH (UNIVERSITY COLLEGE OF WALES)	-	6	-	-	-	5	-	6	-
ASTON IN BIRMINGHAM UNIVERSITY	59	-	-	-	-	-	-	-	-
BANGOR UNIVERSITY	-	17	-	-	-	-	-	-	-
BATH UNIVERSITY	20	12	-	-	-	-	-	5	-
BELFAST UNIVERSITY	-	1	-	-	-	9	5	2	7
BIRMINGHAM UNIVERSITY	-	6	3	4	61	6	3	-	-
BRADFORD UNIVERSITY	28	12	-	-	3	-	2	-	-
BRISTOL UNIVERSITY	-	3	-	-	-	1	2	4	-
BRUNEL UNIVERSITY	3	3	-	-	5	-	2	7	-
BUCKINGHAM, UNIVERSITY OF	-	-	-	-	-	-	-	-	-
CAMBRIDGE	-	36	4	-	32	60	1	21	22
CARDIFF, UNIVERSITY COLLEGE OF	4	6	-	-	2	2	1	9	-
CITY UNIVERSITY (LONDON)	49	-	-	-	-	10	-	1	-
CRANFIELD INSTITUTE OF TECHNOLOGY (BEDFORD)	-	-	-	-	-	-	-	-	-
DUNDEE UNIVERSITY	-	2	-	-	-	6	1	1	-
DURHAM UNIVERSITY	7	-	9	-	1	-	-	-	8
EAST ANGLIA UNIVERSITY	-	46	-	-	2	-	-	4	-
EDINBURGH	20	7	2	-	3	4	6	3	2
ESSEX UNIVERSITY	-	18	-	-	20	-	-	6	-
EXETER UNIVERSITY	-	20	-	-	3	15	-	-	-
GLASGOW UNIVERSITY	2	23	-	-	-	3	1	5	-
HERRIOT WATT UNIVERSITY	12	-	-	1	-	-	-	-	-
HULL UNIVERSITY	-	6	1	-	2	-	2	5	-
KEELE UNIVERSITY	-	1	-	-	1	4	5	4	-
KENT AT CANTERBURY, UNIVERSITY OF	5	16	-	4	2	9	-	5	-
LANCASTER UNIVERSITY	47	9	-	-	6	-	2	1	-
LEEDS UNIVERSITY	20	24	-	-	4	-	-	1	-
LEICESTER UNIVERSITY	-	14	-	-	1	-	-	8	-
LIVERPOOL UNIVERSITY	10	-	2	-	26	-	-	4	-
LONDON	85	161	39	6	133	224	15	68	22
BEDFORD									
BIRBECK COLLEGE									
CHELSEA COLLEGE									
IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY									
KINGS COLLEGE									
LONDON SCHOOL OF ECONOMICAL & POLITICAL SCIENCE									
QUEEN ELIZABETH COLLEGE									
QUEEN MARY COLLEGE									
ROYAL HOLLOWAY COLLEGE									
S.O.A.S.									
UNIVERSITY COLLEGE									
WESTFIELD COLLEGE									
WYE COLLEGE									
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY	5	-	-	-	-	-	-	-	-
UNIVERSITY OF MANCHESTER, INST. OF SCIENCE	23	-	-	-	-	-	-	-	-
VICTORIA UNIVERSITY OF MANCHESTER	-	47	-	5	31	2	1	15	7
NEWCASTLE UPON TYNE UNIVERSITY	-	4	-	-	-	-	1	1	-
NOTTINGHAM UNIVERSITY	1	-	1	-	-	-	-	-	-
OXFORD	5	44	-	-	41	24	4	10	22
READING UNIVERSITY	-	3	1	-	3	-	-	3	-
SAINT ANDREWS	-	1	-	-	-	-	-	-	-
SALFORD UNIVERSITY	4	4	-	-	-	-	-	1	-

	Business Man. Studies	Economics	Geography	Accountancy	Covt. & Pub. Admin.	Law	Psychology	Sociology	Social Anthropology
SHEFFIELD UNIVERSITY	16	4	5	-	1	4	5	4	-
SOUTHAMPTON UNIVERSITY	-	9	-	14	4	18	-	7	-
STIRLING UNIVERSITY	-	9	-	4	-	-	3	2	-
STRATHCLYDE, UNIVERSITY OF	47	5	-	32	2	-	1	-	-
SURREY UNIVERSITY	-	17	-	-	-	-	7	1	-
SUSSEX UNIVERSITY	-	20	2	-	5	-	2	3	-
SWANSEA, UNIVERSITY COLLEGE OF	1	-	2	-	-	-	1	101	-
ULSTER, NEW UNIVERSITY OF	-	-	-	-	-	-	2	1	-
UNIVERSITY OF WALES, INST. OF SC. & TECH.	33	-	-	-	-	18	4	-	-
WARWICK UNIVERSITY	17	5	-	-	6	2	2	9	-
*YORK UNIVERSITY	-	9	-	-	1	-	1	7	-
TOTAL OF UNIVERSITIES IN ENGLAND	451	554	67	33	394	379	57	206	81
TOTAL OF UNIVERSITIES IN WALES	38	29	2	-	2	25	6	116	-
TOTAL OF UNIVERSITIES IN SCOTLAND	81	56	4	37	8	14	13	16	2
TOTAL OF UNIVERSITIES IN N. IRELAND	-	1	-	-	-	9	7	3	7
TOTAL OF UNIVERSITIES IN UNITED KINGDOM	570	640	73	70	404	427	83	341	90
* LONDON GRADUATE SCHOOL OF BUSINESS STUDIES	30	1	-	-	-	-	-	1	-
MANCHESTER SCHOOL OF BUSINESS STUDIES	17	-	-	-	-	-	-	-	-

Appendix 1.2.2

Totals of New First Year Students by Subject and Polytechnic
as at 31st December, 1978

Figures Supplied by Department of Education and Science

	ADVANCED	Engineering & Technology	Science	Social, Administrative & Business Studies	NON-ADVANCED	Engineering & Technology	Science	Social, Administrative & Business Studies	G.C.E./C.S.E.
Brighton Polytechnic	93	66	52						
Bristol Polytechnic	19	6	46						
City of Birmingham Polytechnic	17	7	99						
City of London Polytechnic	-	29	129						
Hatfield Polytechnic	75	28	21						
Huddersfield Polytechnic	112	13	164						
Kilburn Polytechnic	-	-	96			10	45	156	
Kingston Polytechnic	45	18	78						
Lanchester Polytechnic	85	53	32						
Leeds Polytechnic	99	19	115						
Leicester Polytechnic	75	59	36						
Liverpool Polytechnic	96	21	54						
Manchester Polytechnic	83	43	56						
Middlesex Polytechnic	135	10	198						
Newcastle upon Tyne Polytechnic	48	17	100						
North-east London Polytechnic	223	83	254						
North Staffordshire Polytechnic	14	31	45		21				
Oxford Polytechnic	79	38	17						
The Polytechnic of Central London	143	56	141						
Polytechnic of North London	44	108	183		53				
Polytechnic of the South Bank	225	66	43						
Polytechnic of Wales	94	29	18						
The Polytechnic of Wolverhampton	25	55	88						
Portsmouth Polytechnic	142	46	41						
Preston Polytechnic	49	-	13						
Sheffield City Polytechnic	78	20	58						
Sunderland Polytechnic	151	18	124						
Teesside Polytechnic	112	127	54						
Thames Polytechnic	49	48	62						
Trent Polytechnic	47	-	36						

Appendix 1.2.3

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Totals of New First Year Students in the Further
Education Sector by Subject and College
as at 31st December, 1978

Figures Supplied by Department of Education and Science

	ADVANCED Engineering & Technology	Science	Social, Administrative & Business Studies	NON-ADVANCED Engineering & Technology	Science	Social, Administrative & Business Studies	G.C.E./C.S.E.
Abraham Moss F.E. Centre	-	-	-	-	-	-	122
Acton Technical College	-	-	-	-	-	-	44
Barking College of Technology	-	-	21	-	-	19	12
Barnet College	-	-	-	-	-	-	25
Barnsley College of Technology	-	-	-	-	-	-	22
Barry College of F.E.	-	-	-	-	-	-	42
Bedford College of H.E.	-	-	-	-	-	-	26
Beeston College of F.E.	-	-	-	-	-	-	25
Birkenhead College of Technology	-	-	-	-	-	-	69
Blackburn College of Technology & Design	-	-	-	44	-	-	21
Blackpool College of Technology & Art	-	-	-	-	-	-	32
Bletchley College of F.E.	-	-	-	-	-	-	19
Bolton Technical College	-	-	-	14	-	-	30
Bolton Institute of Technology	134	-	29	29	-	-	75
Boreham Wood College	-	-	-	-	-	-	53
Bournemouth & Poole College of F.E.	-	-	-	31	-	-	50
Bournville College of F.E.	-	-	-	-	-	-	24
Bradford College	-	-	22	31	-	11	57
Braintree College of F.E.	-	-	-	-	-	-	68
Brighton Technical College	-	-	-	52	19	47	37
Brooklands C. Technical College	-	-	-	-	-	-	35
Brooklyn Technical College	-	-	-	13	-	-	40
Buckinghamshire College of H.E.	24	-	11	-	-	-	21
Burnley College of Art & Technology	-	-	-	18	-	-	11
Cambridgeshire College of Art & Technology	19	-	-	-	-	-	74
Camborne School of Mines	23	-	-	-	-	-	-
Canterbury College of Technology	-	-	-	11	-	-	17
Carlisle Park College of Technology	-	-	-	-	-	-	18
Carshalton College of F.E.	-	-	-	-	-	-	20
Cassio College	-	-	-	-	-	-	19
Cauldon College of F.E., Stoke on Trent	-	-	-	-	-	-	92
Chester College of F.E.	-	-	-	-	-	-	26
Chesterfield College of Technology	-	-	-	-	-	-	23
Chelmer Institute of H.E.	10	-	51	11	-	-	-
Chichester College of F.E.	-	-	-	26	-	-	22
Chippenham Technical College	-	-	-	-	-	-	20
City of Bath Technical College	-	-	-	-	-	-	53
City & E. London College	-	-	-	-	-	-	69
Colchester Institute of H.E.	-	-	-	26	-	-	60
The College, Swindon	18	-	-	43	-	-	31
The Cordwainers Technical College	-	-	28	-	-	-	-
Cornwall Technical College	-	-	17	17	-	20	76
Cranfield Institute of Technology	164	25	37	-	-	-	-
Crawley College of Technology	-	-	31	16	19	-	34
Crosskeys College	-	-	-	24	-	-	44
Croydon College of Design & Technology	12	-	30	23	-	-	46
Dacorum College	-	-	-	11	-	-	43
Darlington College of Technology	-	-	-	28	-	-	42
Derby College of F.E.	-	-	-	-	-	-	27
Derby Lonsdale College of H.E.	-	-	12	-	-	-	-
Dewsbury & Batley Technical & Art College	-	-	-	-	-	-	31
Doncaster Metropolitan Institute of H.E.	-	-	-	-	-	-	40
Dorset Institute of H.E.	24	-	23	-	-	38	-

	ADVANCED	Engineering & Technology	Science	Social, Administrative & Business Studies	NON-ADVANCED	Engineering & Technology	Science	Social, Administrative & Business Studies	G.C.E./C.S.E.
Moston College of F.E.	-	-	-	-	-	-	-	-	114
Neath Technical College	-	-	-	-	45	-	-	-	-
Nene College	13	-	-	-	23	-	-	-	48
Newark Technical College	-	-	-	-	-	-	-	-	34
Newbury College of F.E.	-	-	-	-	-	-	-	22	28
Newcastle upon Tyne College of Arts & Technology	-	-	-	-	12	-	-	-	97
New College Durham	-	-	-	-	-	-	-	-	31
Norfolk College of Arts & Technology	-	-	-	-	-	-	-	-	43
North Devon College	-	-	-	-	-	-	-	-	19
N.E. Liverpool Technical College	-	-	-	-	-	-	-	-	28
N.E. Surrey College of Technology	-	-	-	-	12	21	-	-	45
N.E. Wales Institute of H.E. (Kelsterton Coll.)	-	-	-	-	-	-	-	-	44
N. Hertfordshire College	-	-	-	-	-	-	-	-	46
N. Nottingham College of F.E.	-	-	-	-	-	-	-	-	30
N. Trafford College	-	-	-	-	38	-	-	-	261
N.W. Haringey A.E. Centre	-	-	-	-	-	-	-	-	59
Norwich City College	-	-	-	-	-	-	-	-	58
Oldham College of Technology	-	-	-	-	58	-	-	-	28
Openshaw Technical College	-	-	-	-	46	-	-	-	92
Oxford College of F.E.	-	-	-	-	-	-	-	-	62
Paddington College	-	-	-	-	12	30	-	-	53
Park Lane College of F.E.	-	-	-	-	-	-	-	-	78
People's College of F.E., Nottingham	-	-	-	-	-	-	-	-	23
Percival Whitley College of F.E.	-	-	-	-	-	-	-	-	48
Peterborough Technical College	-	-	-	-	-	-	-	12	48
Plymouth College of F.E.	-	-	-	-	20	-	-	-	21
Redditch College of F.E.	-	-	-	40	-	-	-	-	-
Richmond College of F.E.	-	-	-	-	-	-	-	-	23
Riversdale College of Technology	-	-	-	-	51	-	-	-	-
Royal College of Nursing	-	-	-	35	-	-	-	-	-
Rumney College of Technology	-	-	-	-	-	-	-	-	39
St. Johns College for F.E.	-	-	-	-	-	-	-	92	60
Salford College of Technology	33	-	-	34	21	-	-	-	48
Shipley College of F.E.	-	-	-	-	-	-	-	-	26
Shirecliffe College of F.E.	-	-	-	-	-	-	-	-	23
Slough College of H.E.	-	16	96	-	-	-	-	-	-
Somerset College of Arts & Technology	-	-	-	-	21	-	-	-	21
Southall College of Technology	16	-	-	-	-	-	-	-	18
Southampton College of Technology	115	15	73	-	12	-	-	-	-
Southampton Technical College	-	-	-	-	-	-	-	-	56
South Bristol Technical College	-	-	-	-	-	-	-	-	84
South Devon Technical College	-	-	-	-	-	-	-	25	-
South Downs College of F.E.	-	-	-	-	-	-	-	-	25
South-east London College	42	-	-	-	66	-	-	25	23
Southend College of Technology	-	-	-	-	-	-	-	-	28
Southgate Technical College	-	-	-	-	28	-	-	14	40
South Glamorgan Institute of H.E.	-	-	-	-	21	25	-	-	90
South London College	-	-	-	-	25	-	-	-	75
South Shields Marine & Technical College	27	-	-	-	61	-	-	-	40
South Thames College	-	-	-	-	-	20	22	-	96
South Trafford College	-	-	-	-	-	-	-	-	35
Southwark College	-	-	-	-	-	-	-	-	207
South-west London College	-	-	159	-	-	-	-	48	23

APPENDIX 1.3

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English Language Requirements for Entry into Institutions
in the Further and Higher Education Sectors

ENGLISH REQUIREMENTS FOR ENTRY TO UNIVERSITIES

University of Aberdeen

We require undergraduates to be proficient in English before admission, and the postgraduate admissions committees try to ensure that overseas applicants are reasonably fluent in English before they are admitted; but some students do arrive in Aberdeen with a relatively poor command of the language.

In recent years the University Language Laboratory has been running a pre-sessional Intensive Language Course, designed mainly for postgraduate students with some knowledge of the language. We sometimes make admission conditional on attendance upon this Course (or other suitable course in Britain) and the existence of the Course is brought to the attention of all potential postgraduate students. In addition, overseas students whose mother tongue is not English are required to take an English language test at the beginning of their course. Those not performing to a satisfactory standard are thereafter required to attend English classes in the Language Laboratory until their proficiency is deemed to be of a satisfactory standard.

We have no doubt that the difficulty can be best approached at the admission stage and for this reason would welcome a reliable assessment of the students' English ability before the decision to admit is taken. At present the admissions committees are having to rely on the British Council Davies Test and TOEFL but have stressed the desirability of a standard test based in Britain.

University of Bath

It may be of interest that starting this year we will require all undergraduate and postgraduate applicants, whose mother tongue is not English, to obtain a satisfactory result in the new English Language Test to be conducted by the British Council.

In addition to satisfying the entrance requirements overseas applicants must produce evidence of proficiency in the use of the English Language.

Bedford College

We have no general language requirements which must be met before foreign students are admitted to the College: in particular cases (usually determined only after arrival in this country) we advise/insist on attendance at a language tuition course before/during registration.

Queen's University Belfast

All students admitted to undergraduate courses in the University must satisfy certain English Language requirements which are broadly in accordance with the guidelines laid down by the JMB in its publication on overseas qualifications. While no formal requirements are stated for postgraduate students, we would normally wish to have evidence of their competence in English and we would, from time to time, insist that they undertake a three or six month English Language course in the United Kingdom before commencing their studies.

University of Aston Birmingham

Referring to your question on English language requirements generally at Aston, to enter an undergraduate course a foreign student must be proficient in the English language and individual undergraduate admission tutors must satisfy themselves on this point before an offer is made. A more specific requirement is made for prospective postgraduates irrespective of whether they wish to follow a postgraduate course or a higher degree by research. Applicants whose native language is not English are required, prior to enrolment, to demonstrate a satisfactory knowledge of written and spoken English and may be required to attend either a four-week or eight-week English & Study Skills course mounted by the University in August and September prior to the academic year in which they will be entering the University. This latter course is run by the Language Studies Unit of our Department of Modern Languages and I would suggest that if you require further information on it you contact direct Professor D E Ager, the Head of the Department, to whom I am copying both your letter and this reply.

University of Aston Birmingham (continued)

English for Overseas Students

All candidates whose native language is not English must be able to produce evidence that they have a satisfactory knowledge of written and spoken English and arrangements are made to test the knowledge of English of overseas students on arrival at the University; where necessary, remedial classes are provided free of charge.

An introductory (8-week) course is also arranged in the Summer before admission and students in any doubt about their ability to cope with the English language are strongly advised to attend this. In certain circumstances admissions tutors may make attendance at such a course obligatory. More details of the course are available from the Registrar (reference EFL).

Brunel University

We do not set any English language requirement for overseas students.

University of Cambridge

The University's matriculation requirements, which apply to all undergraduates, requires a candidate to have a satisfactory qualification in English. The basic requirement is set out on page 12 of the enclosed copy of the Admissions Prospectus for undergraduates. Candidates educated overseas may satisfy the requirements by passing the tests specified there or by presenting other qualifications which the Matriculation Board consider are sufficient. Graduate Students are required to show that they are sufficiently proficient in both spoken and written English to pursue their proposed course of study or research in the University. The evidence required for Graduate Students can take various forms. If the authorities concerned are not satisfied about a candidate's competence in English they may require him to pass the Local Examinations Syndicate's Certificate of Proficiency in English.

Competence in the English Language

The Board of Graduate Studies require evidence that applicants are sufficiently proficient in both written and oral English to undertake their proposed course of research or study. If, after consultation with the Degree Committee of the Faculty concerned, the Board are of the opinion that there is any doubt about an applicant's proficiency in English, they may require him to pass the Cambridge Local Examinations Syndicate Certificate of Proficiency in English before they consider the application further.

University College of Cardiff

The University College does not set any English Language requirements for foreign students but all students have to satisfy the matriculation requirements of the University of Wales. This includes an English Language requirement.

The City University

Many of the students making up the numbers shown in the tables have already completed a first degree at a U.K. university, and our Regulations regard the possession of such a degree as sufficient evidence of English language ability. The number of students directly coming to us from overseas and/or holding overseas qualifications, is much smaller.

Qualifications other than GCE

The following qualifications will also satisfy the general requirement, provided the candidate has a pass in English Language or English Literature at GCE Ordinary level, Grade C or above, or at an equivalent standard:

Ordinary National Certificate or Diploma or TEC award with high marks in appropriate subjects;

Advanced level passes in syllabuses developed by Nuffield Foundation Science Teaching Project;

a degree of any university in the British Isles or of the Council for National Academic Awards;

a certificate awarded by any public examining body in Canada, Australia, South Africa, New Zealand, the USA or any of the countries which have ratified or acceded to the European Convention on the Equivalence of Diplomas (1953) provided that the Certificate qualifies for admission to any approved university in the country in which it was awarded.

The University will also consider applications from candidates holding Scottish qualifications and other approved qualifications of an appropriate standard.

Alternative qualifications in English

The following alternative qualifications in English are acceptable: Test in English (JMB), Use of English (Oxford and Oxford & Cambridge), CSE English Grade 1, Proficiency in English (Cambridge).

Cranfield Institute of Technology

So far as English language requirements are concerned, our Departments are asked to make any offer of a place to an overseas student whose mother tongue is not English conditional upon submission of evidence of satisfactory performance at one of the approved English language tests, viz - Davies or TOEFL.

The University Dundee

In overseas students' own interests the University seeks through English Language tests or examinations to establish as far as possible before entry whether or not their command of English Language is likely to be sufficient to follow a course of study conducted in English. At undergraduate level overseas students are required to possess a GCE 'O' level pass (i.e. grade A, B or C) in English Language or failing that a pass (grade C or better) in Cambridge or London "Certificate of Proficiency in English" or in JMB "Test in English (UK)". At postgraduate level overseas candidates may be required to take the British Council's "Davies Test" if their command of English Language is in doubt. The University is currently examining with interest details of the new Cambridge/British Council "Special English Language Testing Service for Overseas Students". Should any overseas students'

command of English Language prove to be inadequate on entry the University offers remedial teaching of EFL grouping students as far as possible by academic discipline and by native language.

University of Durham

We have tried various ways of testing the competence in English language of foreign students. None of our tests have worked completely satisfactorily, with the result that we now provide a certain amount of remedial teaching for students when they arrive in Durham.

University of East Anglia

The University has no blanket English Language requirement but where a student qualifies for entry by means of a matriculation certificate of an approved foreign university we do require English language 'O' level Grade C or above, or the JMB test in English, or the Cambridge Certificate of Proficiency in English or some equivalent for undergraduate entrants. With certain European school-leaving examinations we are prepared to accept a satisfactory result in English in that examination. For postgraduates the position is much more fluid, there being neither formal requirement nor any central co-ordination.

University of Edinburgh

I should also mention that this University has an English language test which is administered on arrival to all students whose first language is not English. If the test results are poor, the University endeavours to provide remedial teaching in English. An Institute of Applied Language Studies has recently been set up to provide specialist courses in English language teaching.

With reference to your circular of 12th October 1979 I have pleasure in enclosing copies of our latest prospectuses as requested. You will find the general entrance requirements for overseas applicants set out on page 175 of the Undergraduate Prospectus. Postgraduate students whose first language is not English are required to produce a certificate of proficiency in English, preferably a British Council or

a TOEFL one, the only exception being those who have received their undergraduate education through the medium of English.

In addition to the typical UK school qualifications required for GER, as listed on page 14, the following qualifications offered by overseas applicants fully satisfy GER for Edinburgh University, provided that the candidate can satisfy the University of his command of English (for example by obtaining a pass at Grade C or better in the University of Cambridge Certificate of Proficiency in English examination, or passes in both parts of the examination for the corresponding certificate awarded by the University of London. (The JMB Test of English Overseas and the RSA Test in English are NOT accepted).

University of Essex

They are also required unless exempted by the Dean of the School concerned to undertake a test of proficiency in written and spoken English conducted at the University. The test will normally take place in the first week of the Autumn term in which they enter the University. Students who register after the beginning of the Autumn term will take the test at a time arranged by the Department of Language and Linguistics. Students who fail to satisfy the examiners in this test will be required to undertake a course of remedial work specified in each individual case by the Dean of the School concerned on the recommendation of the Chairman of the Department of Language and Linguistics, and in the case of graduate students, the Chairman of the Department concerned. The remedial work will be tested not later than the end of the Autumn term and account will be taken of the results in the normal assessment of the Student's progress.

University of Exeter

I am enclosing both our undergraduate and postgraduate Prospectus but to summarise our requirements from overseas students, we ask undergraduates to produce evidence of 'O' level passes or equivalents in English Language while postgraduates are required to produce some evidence of attainment in this field for example a pass in the British Council Davies Test.

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Heriot-Watt University

As to our own English language requirements, we seek to ensure that students' proficiency in English will be adequate to permit them to pursue a course of study in which a department wishes to admit them to registration, but we have not formalised to the extent of requiring any specific certificate. It has recently been a matter of discussion in the Senate and departments have been made aware of a need to monitor the abilities of overseas postgraduate students lest any deficiency in their English should prejudice their studies.

University of Hull

For matriculation purposes a pass at English language in a recognised examination is requested. A student without such a qualification could be admitted by the Matriculation Committee under exceptional circumstances.

University of Keele

In admitting students we are always conscious, of course, of the need for competence in English. We do not, however, require students to undertake any particular test, though we do expect them to provide evidence of ability in English.

University of Kent at Canterbury

The University's general entrance requirements state that students must have passed English Language GCE ordinary level or its equivalent before being admitted to the University. I enclose a copy of the University's latest Prospectus.

University of Lancaster

This university does not require all overseas students to meet any specific requirement in English language. Our general regulation on this subject is given in Section 5 on page 5 of the enclosed copy of the Graduate Studies Prospectus. In addition, departments are required to satisfy themselves that overseas students are competent in English before recommending them for admission. Students whose

English is not adequate can be required to attend summer vacation courses in that subject which are provided by the University's Institute for English Language Education.

Candidates from overseas may be required to produce a certificate of their competence in English. Examinations, dissertations and theses shall be written in English except where the use of a foreign language is academically necessary.

University of Leeds

With regard to your general queries, all entrants to this University are required to satisfy both the course requirements and the general matriculation requirement. This latter requirement is administered on our behalf by the JMB and includes an English Language requirement. In addition applicants whose native language is not English are required to satisfy the provisions of our general Regulation 7, a copy of which is attached.

7. Applicants whose native language is not English shall fulfil the following conditions in order to provide evidence that they have a sufficient knowledge of both written and spoken English:

- (a) Except with the special permission of the Vice-Chancellor, applicants for admission to a scheme of study leading to a first degree of the University must, before they can be admitted to the University, provide evidence that they have attained at least a pass (grade C) in the Certificate of Proficiency in English of the University of Cambridge.
- (b) Upon admission to courses of study in the University all applicants must undergo a test in English as soon as possible and in any case not later than one month after registration. Students who fail to reach a satisfactory standard in this test will be required to pursue appropriate courses, as may be required in each case by the Senate on the recommendation of the Lecturer in English for Overseas Students in consultation with the department providing the scheme of study to be followed. Such courses must be completed to the satisfaction of the Lecturer in English for Overseas Students and may require a year of study additional to the period required for a qualification of the University.

University of Leicester

The English language requirements of the University for overseas students have recently been revised and are set out in the enclosed copy of our latest Regulations (page 25, para. (4)).

- (4) A student whose native tongue is not English must have passed in English Language at GCE Ordinary level, in the JMB Test in English, the British Council Davies Test in English, the Cambridge Higher Certificate of Proficiency in English or in an examination accepted by the Senate as equivalent thereto. Other evidence of proficiency in English may be accepted in lieu, in respect of candidates who have been ordinarily resident in the United Kingdom for at least three years immediately prior to the commencement of the course.

University of London

Chelsea College

In reply to your letter of the 12th October concerning examinations in English for overseas students, I am returning the questionnaire which you sent. You also ask whether any language requirements are set for foreign students. At Chelsea College there is no specific requirement or test in English for overseas undergraduate applicants and we find that there is seldom real difficulty in English for the undergraduates, many of whom have taken at least 'O' Level English Language or its equivalent. The College requires all overseas postgraduate applicants to complete a questionnaire on their language skills and, on the basis of the reply some applicants are asked to sit a language test on arrival at the College. A three week course is provided in English for those who wish to follow it prior to the test. If a student does not get a sufficiently high level of pass in the test they are required as a condition of their enrolment to follow a course of tuition for at least two terms, provided by the College.

Kings College

The College as a whole does not have an English Language requirement, as such, which must be met by foreign students before they are allowed to join either an undergraduate or postgraduate course. However you will see from the enclosed prospectuses some Departments do require varying standards of English for specific courses.

London School of Economics

We do not operate any specific tests or examinations in English for applicants for places, but we expect those admitted to be proficient in the subject. We offer a certain amount of teaching to those who are seen to be in need after arrival.

Queen Mary College

English language tests are not normally stipulated by the College as a condition of entry into postgraduate work, although some individual course organisers do stipulate such a test as a condition of entry.

Royal Holloway College

In reply to your further question, I can say that this College does not at present set any English language requirements which must be met before foreign students join our courses, though evidence of an ability to follow the course in English is usually looked for in an applicant before any offer is made.

School of Oriental & African Studies

The School does set an English test for foreign students whose mother tongue is not English. It is conducted at present by the Head of our Department of Phonetics and Linguistics with one of his colleagues and its essential purpose is to determine whether the prospective student's command of English, both written and spoken, and his ability to comprehend spoken English are sufficient to enable him to undertake a course of study at the School. In our experience in recent years, a considerable majority of those sitting the test pass it. A few are admitted on condition that they improve their English by attending some courses of instruction during their first year, and a relatively small proportion have to be rejected on grounds that they could not possibly cope with courses of instruction involving the English language as the medium.

University College of London

For your information the College does ask all students whose mother tongue is not English to submit, direct to the College, when applying for admission, evidence that their command of the English language is adequate to meet the demands of the course for which they have applied. Such students are required to enclose with their applications a statement from a competent authority certifying proficiency in English. The College accepts such certification from the British Council, the appropriate Embassy or High Commission or a similar sponsor, but reserves the right, after acceptance, to require any student to withdraw from the College if in the opinion of the relevant teachers the student's proficiency in English is inadequate.

University of Manchester

Students must be proficient in the use of the English language otherwise they will not be able to keep pace with the work. A student who does not make reasonable progress during his first term owing to a lack of knowledge of English language will normally be required to receive tuition in English and unless satisfactory progress in the study of the language is made he may be asked to withdraw from the course. The University has a Tutor who helps in the teaching of English to overseas students and courses are arranged before the Session starts and also during the Session itself. Students from overseas who have been accepted for a course in this University are recommended to take a diagnostic test in English (so that the Tutor can see what help they need) to report to their Department two weeks before Registration and come into residence on or before that date.

University College North Wales

With regard to the second paragraph on page 2 of your letter I can say that undergraduate entrants to the College are expected to satisfy the matriculation requirements of the University of Wales and these include a requirement to have passed English Language at the Ordinary level or the Use of English or Test in English set by the approved examining bodies.

University College North Wales (continued)

There are no specific formal language requirements for postgraduate students but the College seeks to satisfy itself that the applicant's proficiency in English is adequate for the course he intends to pursue. In cases of doubt an applicant is asked to sit a test, normally administered by the British Council, and where appropriate an applicant may be required to attend an intensive language course before commencing his course of study at the College.

University of Oxford

Students whose native tongue is not English are expected to be fluent in English and must include with this form a signed statement that they are able to read, speak, write and understand English. This should be signed by a competent authority not related to the student.

University of Reading

All overseas applicants (for both undergraduate and postgraduate courses) are required to produce satisfactory evidence of competence in the English language before their acceptance is confirmed. They usually take the British Council Davies Test, and if necessary they may be required to attend a remedial English language course in this country before beginning their course here. Our own Centre for Applied Language Studies runs such a course during the summer vacation.

University of Salford

The University has an English Language requirement which must be satisfied before an applicant may be admitted into candidature for a higher degree or diploma. You will find the qualifications which a candidate must possess to satisfy this requirement listed on page 23 of the enclosed Graduate Prospectus for 1980-81. Please note that in exceptional circumstances the requirement may be waived and each Board of Faculty has constituted an English Language Panel which considers applications for exemption.

University of Salford (continued)

English Requirement

All candidates for admission to programmes of study leading to a higher degree or diploma of the University (i.e. MA and MSc by Methods 1, 2 & 3 PhD, and Diploma for Advanced Studies), whose native tongue is not English, are required to satisfy an English language requirement prior to admission.

For the purpose of satisfying the English language requirement the following qualifications have been approved:

General Certificate of Education in English Language, CSE English (Grade 1), Use of English (of an approved examining board as defined for the purposes of the University's General Entrance Requirement), JMB Test in English (Overseas), Cambridge Certificate of Proficiency in English (in all three parts), Cambridge Diploma in English Studies, the Pitman Advanced Stage I English for Overseas Students, the Pitman Advanced Stage II English for Overseas Students, Matriculation Certificate of the Universities of Austria, Belgium, Denmark, Iceland, Netherlands, Norway, Portugal, Spain, Sweden and Switzerland, which include English as a subject, Scholastic Aptitude Test of the College Entrance Examination Board (English and Mathematics) (American), European Baccalaureate, French Baccalaureate, German Abitur, International Baccalaureate, Irish School Leaving Certificate, Italian Maturity Certificate, all of which include English as a subject, or a degree or approved equivalent qualification, from an institution in which English is the normal medium of instruction.

The University may accept other evidence of proficiency, in lieu of an approved qualification, in respect of candidates who have been ordinarily resident in the United Kingdom for at least three years immediately prior to commencement of their course.

Further information can be obtained from the Registrar.

University of Southampton

Must prove English standard.

University of Stirling

The University expects overseas students either to show proof of one of a number of language certificates (See Appendix) or to sit the English Language Battery Test devised by the Department of Linguistics of Edinburgh University. Students who fail this test are required to undertake a remedial course in English Language.

University of Sussex

The University's policy in relation to the English Language requirement is laid down by the Admissions Committee which controls all undergraduate admissions and also advises those responsible for postgraduate entry as to suitable English Language requirements.

A list of the current requirements is set out below:

1. Ordinary level English Language in examinations conducted by any of the nine British Examining Boards (A.E.B., Cambridge Syndicate, J.M.B., London, Northern Ireland Examinations Board, Oxford Local, Oxford and Cambridge Joint Board, Southern Universities Joint Board, Welsh Joint Education Committee);
2. 'Use of English' examination set by any of the above Examination Boards;
3. Grade 1 in the Certificate of Secondary Education (C.S.E.) - English;
4. English at the Higher grade in the Scottish Certificate of Education.
5. Grade C (Honours) in the Leaving Certificate of the Department of Education, Republic of Ireland, - English;
6. Cambridge Certificate of Proficiency in English;
7. J.M.B. Test in English for overseas students;
8. Advanced level General Studies (J.M.B. and Cambridge Syndicate);
9. U.S.A. Scholastic Aptitude Test (S.A.T.) score of 500+ in English;
10. Production of piece of written work to the satisfaction of the School Selector and Subject Interviewer - exemption to be approved by Admissions Committee;
11. Satisfactory performance at interview - the recommendation for exemption to be made to Admissions Committee by the School Selector and Subject Interviewer.

The New University of Ulster

I refer to your letter of 12th October 1979 addressed to the Registrar. I enclose a copy of our Prospectus. You will see that we have no specific requirement for a pass in 'O' level English Language. On occasion we have used the services of overseas offices of the British Council to check the English language qualifications of applicants.

University of Wales

Our prospectus carries a statement to the effect that an overseas student whose mother tongue is not English will be required to provide proof of proficiency in the English Language before acceptance. To meet the matriculation requirements of the University of Wales undergraduates have to have obtained either English Language at 'O' level (by an approved board) or the JMB test in English for overseas students or the Cambridge Proficiency in English. In certain cases postgraduate applicants may be required to take a proficiency test in their own country, normally arranged through the British Council. Postgraduate students advised to follow an Intensive course in English after arrival in Great Britain, and before enrolling at UWIST, are advised to contact the Association of Recognised English Language Schools, 43 Russell Square, London or the English Language Centre at University College, Cardiff.

University of Warwick

The University's general entrance requirement for undergraduate students includes a pass in GCE 'O' level English Language at grade C or above, or a pass in an approved test in English if it is obtained not more than twelve months before the date of the examination in which the candidate obtains a pass in at least one of the required 'A' level subjects. The approved tests in English are:

- Test in English for Overseas Students (JMB)
- First Certificate in English (Cambridge)
- British Council Test in English
- Test of English as a Foreign Language (Princeton, New Jersey, USA).

While passes in these tests are acceptable for GER purposes, it is still open to course selectors to require more than the minimum pass mark, where experience has shown that this is not sufficient indication that a student will cope adequately with the demands of the course. For example, two courses require an 'O' level pass at grade B or better.

In the case of postgraduate students a qualification in English Language is not formally part of the entrance requirements, but in practice all course selectors try to ensure that the candidate has the degree of competence in the English language appropriate to the demands

University of Warwick (continued)

of the course. The requirement therefore varies considerably from one subject to another.

ENGLISH LANGUAGE REQUIREMENTS FOR POLYTECHNICS

Brighton Polytechnic

All students from overseas entering the Polytechnic are required to present evidence of a reasonable standard of English and this is assessed from interview and by examination results communicated by their previous establishment.

In order to be able to gain full benefit from the courses, students must have an adequate standard in English language, both written and oral. Those who cannot produce acceptable evidence of such a standard will be required to pass a test in English before commencing their courses.

Bristol Polytechnic

The answer to your second question is: no, Bristol Polytechnic does not set any English language requirements across the Board before foreign students are allowed to join Polytechnic courses. Some individual courses specify an English requirement (for example on the BA in Modern Languages a GCE 'O' level pass in English Language is required of all applicants) but no separate requirements are made for foreign students. The general criterion for judging whether a student whose first language is not English will profit is to establish whether the student's powers of comprehension and fluency are adequate for following lectures, seminars and tutorials. This is usually done at interview and places would not normally be offered to specified students unless the student had been interviewed first.

Huddersfield Polytechnic

The Polytechnic expects applicants whose mother tongue is not English to demonstrate competence in the English language either by holding an appropriate qualification or by taking an internally set test.

Kingston Polytechnic

The standards of English required of non-UK students are not rigidly stipulated. The criterion is ability to cope with the course and this varies very much from course to course, and is judged in various ways. Some need just adequate conversational English, e.g., students studying

Kingston Polytechnic (continued)

Economics in Spanish. At the other end, practice has shown that in for example Civil Engineering fluency in spoken English is nowhere near enough, but students must be able to write coherently and for this we demand 'O' level English Language. But of course the same is true for many UK students who have never left the British Isles!

Leicester Polytechnic

It is Academic Board Policy that students in this later category must demonstrate evidence of English language ability to approximately GCE 'O' level standard, in addition to any academic course entry requirements. I enclose an explanatory leaflet upon this English requirement, and a copy of the latest full-time prospectus, as requested.

Annex to Letter of Provisional Acceptance Ref: CFB/NO'M/SC/Adm.3

Requirement to demonstrate ability in English Language

Further information regarding this requirement is set out below:

It is Polytechnic policy that before admission may be granted to a student of Specified status whose mother tongue is not English, evidence of attainment in English Language to approximately GCE 'O' level standard is required. You will understand that, as the medium of instruction used in the Polytechnic is English students are unable to gain full benefit from their courses if they do not have the appropriate standard of English Language. Hence you are required to submit evidence that your ability in the English Language is of GCE 'O' level standard. This may be done in one of the following ways:

- (a) you may take and pass the examinations leading to either GCE 'O' level English Language (with grade C or above), or the Cambridge Certificate of Proficiency in English, or RSA Stage II English Language or the Joint Matriculation Board Test in English (Overseas). Overseas qualifications in which English is taken as a foreign language are not acceptable.
- (b) If it is not possible for you to take one of the examinations listed in (a) above, you may take an English Language test administered by the British Council (preferably the 'Davies Test') and have the results sent direct to the Polytechnic for assessment.

If you choose (b) above (the British Council test) you should note that the test is available at British Council offices overseas and

Leicester Polytechnic (continued)

at certain British Council offices in the U.K. (including the Nottingham Office). You should complete the enclosed form Adm. 39 and take it to the British Council office where you will be tested. A fee will be charged for the test. The results of the test will be sent to the Polytechnic by the British Council, for assessment, and you will be notified of the outcome as soon as possible.

If you are currently in the United Kingdom, and if it is totally impossible for you to take a British Council test, you may apply to take the Leicester Polytechnic test in English. In order to do this you should apply to the Polytechnic for form Adm. 40. *The Polytechnic testing facility, for which a fee will be charged, is only available to applicants who are resident in the United Kingdom, and who satisfy the Polytechnic that they cannot make arrangements to take a British Council test.*

Liverpool Polytechnic

Regarding the English language requirements of our courses this varies from Department to Department, according to the content of particular courses. Thus while one Department may insist upon a foreign student possessing a G.C.E. 'O' level pass in English Language another Department will ask only that a student should display evidence of proficiency in English. You will no doubt glean some idea of the varying requirements from the individual course entries in our latest prospectus which I enclose. I would say, however, that the one qualification that is universally accepted within the Polytechnic in lieu of G.C.E. 'O' level English Language is the J.M.B. Test in English. If your research efforts lead the A.E.B. to establish a new examination that is at least as reliable a guide to an overseas student's competency in English as the current J.M.B. examination then you will have my gratitude and I am sure that of the many admissions tutors at this Polytechnic.

Manchester Polytechnic

In reply to your question about English Language requirements, the Polytechnic in general does not set any specific English requirements although evidence of written English is often required. For courses where a pass in English Language 'O' level is required the following are normally acceptable to us as alternatives:

JMB Test in English for Overseas Students
JMB University Entrance Test in English
JMB, Oxford, Cambridge Use of English
Cambridge Certificate of Proficiency in Use of English (Higher)
Cambridge Certificate of Proficiency in English (Overseas)
Oxford Certificate of Proficiency in English (Overseas)
Oxford Local Examination Certificate of Proficiency in Use of English
RSA English as a Foreign Language (Stage III).

Newcastle upon Tyne Polytechnic

After consultation with Departments I discovered that the majority do not set any specific English requirements for overseas students, but that students are generally assessed for their competence in English during course interviews.

The Polytechnic does however run a course internally, which has been devised to assist overseas students in their use of the English language; this involves ELBA tests and replaces general studies on the Students' timetable for two terms.

North East London Polytechnic

The Overseas Student Handbook Page 39 sets out the Tests in English that the Polytechnic finds acceptable. I trust that this information will be of assistance.

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Knowledge of English

It is an entry requirement of many courses at NELP that applicants must be proficient in oral and written English. Even if there is no such formal requirement, you should still make sure that you are proficient in all aspects of communication in English. If your English is not very good you will have problems with both your studies and with your life in England.

North East London Polytechnic (continued)

You should have a knowledge of English that will enable you to:

understand lectures and talks by people from several parts of Britain;
take part in tutorial and seminar discussions;
write notes, reports, essays, or similar work;
read extensively in the subject area you are studying;
talk easily to employers and workmates when on sandwich placement;
use English for the everyday social purposes of a student living in London.

Tests in English

Apart from fulfilling any specific course requirements, you are strongly advised to take one of the following tests and to achieve a result at the grade indicated. (However, you should note that these tests examine mainly written ability and not oral ability.)

1. General Certificate of Education, Ordinary level - pass in English Language.
2. Use of English examination set by any of the nine British Examining Boards - pass.
3. Certificate of Secondary Education - Grade 1 in English.
4. Scottish Certificate of Education. Higher grade - pass in English.
5. Leaving Certificate of the Department of Education, Republic of Ireland - Grade C (honours) in English.
6. Cambridge Certificate of Proficiency in English - pass.
7. Joint Matriculation Board Test in English for overseas students - pass.
8. Joint Matriculation Board and Cambridge Syndicate Advanced level examination in General Studies - pass.

Teesside Polytechnic

We have no formally stated language requirement for overseas students. Where a personal interview has not been possible, a Department would ask for some minor proof of language ability, such as an 'O' level pass in English.

Wolverhampton Polytechnic

- The Polytechnic does not state any general entry requirement in English language for its courses, but individual course entry requirements make an English language qualification obligatory for foreign students.

ENGLISH LANGUAGE REQUIREMENTS FOR F.E. COLLEGES

Barking College of Technology

"With regard to paragraph four, for most courses an entry requirement of a standard of G.C.E. 'O' Level or equivalent is set. In addition all overseas students entering this Department for the first time are given a test in English set by a Senior Lecturer to assess the amount of E F L instruction required to be provided in addition to the normal English studied under the requirement of the Course."

The Head of my Department of Science and Mathematics (which accounts for much of the remaining number of overseas students) states:

"As no student is accepted unless via Student Department of relevant Embassy, (who set their own English requirements) in effect an English Language requirement exists".

Belfast College of Technology

You will note that the number of foreign students enrolled in this College is small, and up to date no specific English Language qualifications have been required by such students on enrolment.

Buckinghamshire College of Higher Education

Normally, we would expect overseas students to have completed the Cambridge Certificate or equivalent. However, some manage to be enrolled before it is discovered that their English Language requirements are not up to the course, in which case the College helps them find a place at a language school, if their circumstances allow it.

Camborne School of Mines

We require prospective students to "supply evidence that their knowledge of written and spoken English is adequate." This normally means having passed G.C.E. 'O' level English, or its equivalent. In certain cases, particularly concerning postgraduate students, we ask them to undertake the Princeton T.O.E.F.L. Test in their home country.

Chelmer Institute of Higher Education

Normally the college requires that students have reached at least 'O' level standard or equivalent in English and that they demonstrate at the Interview stage their understanding and use of verbal English.

City of Manchester College of Higher Education

You enquire also about English Language requirements. These may be summarised as follows:

1. All B.Ed. students are required by the D.E.S. to have an English Language 'O' Level Grade C or better.
2. Since all our courses lead to degrees, two 'A' level passes are demanded.
3. The College does operate its own test on entry which is to some extent selective. Students' qualifications are scrutinised prior to their arrival for interview and they are to take a test where it is felt there are grounds for questioning their acceptance. Until this year we set a very simple test for all entrants, irrespective of their qualifications, with a more sophisticated extended test as a follow-up when necessary. We have now devised a new test which is lengthier and we are putting this into operation for the first time with candidates coming for interview this year.

Crawley College of Technology

Two departments rely on interview. Two departments set tests. One department relies upon 'O' level English as a basic qualification for its OND course.

Derby Lonsdale College of Higher Education

The College rarely applies any formal requirements in English Language for students although we shall, of course, be under an obligation to seek 'O' level qualification for entry to Teacher Education in the future. We do require the student to demonstrate less formally that they have a knowledge of the English language adequate to enable them to benefit from the course, but the judgment would lie with the appropriate Course Tutor and would clearly vary from course to course to some extent.

Doncaster Metropolitan Institute of Higher Education

We have always required evidence of a competent standard of English, though we have not specified any particular qualification. Malaysians usually offer Cambridge 'O' level (Overseas). We are not impressed by the American TOEFL, despite its elaborate machinery, but we consider all evidence, including a reference from a local branch of the British Council. We recommend a few months at a recognised School of English in this country before they join our courses, but we do not normally make this a condition.

The care with which we have selected students in the past means that our quota, based on 1975 numbers is relatively low. We have never organised special full-time courses in basic English for overseas students. This fact may be very relevant to your enquiry, because you write as though we might be interested in sitting the proposed examination, as well as using it as an entry criterion for vocational courses. If you have indeed got this in mind you would do well to consider the possibility of this kind of special course coming to an end in those colleges which pioneered them.

Unless our Senior Lecturer in Modern Languages grants exemption, our overseas students are expected to take a special course in English in addition to their other studies. This course usually leads to the Cambridge Certificate of Proficiency (or their lower certificate) which we consider has been given the widest recognition, whether at English universities or by overseas interests.

Dorset House School of Occupational Therapy

We enclose a Prospectus as requested, from which you will see that Dorset House requires foreign students to have the Cambridge Certificate of Proficiency in English.

Dundee College of Education

For candidates who apply from overseas, the British Council or other agency usually helps by providing a report. If candidates are already in Britain we conduct our own assessment. The College English Department, assisted by other staff with experience in teaching English overseas, has evolved procedures which appear effective.

Edge Hill College of Higher Education

At most we accept one or two overseas students whose native tongue is not English. We satisfy ourselves as to their oral and literary abilities in English. A pass in the Cambridge Proficiency in the Use of English examination is held in high regard.

Farnborough College of Technology

All our entrants have a minimum of GCE 'O' level English or its recognised equivalent. We still find some benefit from a course in English - perhaps 30 each year.

Glasgow School of Occupational Therapy

Scandinavian students are occasionally accepted. At present we require all overseas students to have gained university entrance in their own country and to have worked in the United Kingdom for six months prior to the commencement of the course.

Gwent College of Higher Education

As overseas students at this College attend advanced courses it has not been found necessary to introduce any English language requirements prior to enrolment.

Harper Adams Agricultural College

We do stipulate that students should have a good command of both written and oral English. We have had problems in the past and students have failed to continue the course because of this very reason.

There seems to be a variety of English courses that students can take but some I feel are too much socially orientated than dealing with basic communication skills.

Hertfordshire College of Higher Education

We require evidence of the foreign student's competence in English in the form of appropriate examination results or a College set and marked entry test.

Hounslow Borough College

At this College many of our students are immigrants, who have lived here too long to be eligible for the J.M.B's Test in English. They require an English language qualification for University entrance and have no alternative but to try the normal 'O' level English Language examination, which is, for the great majority of them, a wholly unsuitable test.

Hull College of Higher Education

All students are normally required to pass 'O' level English Language grades A-C, or, in some instances, an accepted alternative such as the Davies Test in English grade A or B. In cases where the course is of a highly technical nature and where there may be some doubt about the student's understanding and command of English, a written test may be given.

Jordanhill College of Education

Students applying for B.Ed courses who do not have an 'A' level or an SCE Higher English may offer the Cambridge or London Certificate of Proficiency in English or the JMB test in English (Overseas). Further if the candidate wanted to teach in Scotland, we would also take steps to satisfy ourselves as to his or her competence in and comprehension of spoken English.

King Alfred's College Winchester

I am pleased to return your questionnaire duly completed. Please note in addition that we do not set any special test before students join the Courses: they must of course have two 'A' levels as all our Courses are at degree level or equivalent.

La Sainte Union

"In addition to alternative qualifications which satisfy the general entrance requirements, candidates whose mother tongue or language of education is not English are required to pass an approved test in English (tests approved include: Cambridge Certificate of Proficiency in English (not the First Certificate); Test in English (Overseas) JMB;

British Council 'Davies' test; TOEFL; GCE English Language or Use of English) or otherwise to demonstrate that they have an adequate command of the English Language to follow the proposed course."

Loughry College

We do not set any English Language requirements as such but this is an area of some concern to us. Our experience shows that competence in English is the single most common limiting factor for performance in our courses. It isn't entirely a question of being able to speak and write in English but more particularly the difficulties that arise in handling the scientific and technical terms that are part of courses. This is particularly so in MAgr degree courses which we teach (with approval from Queen's University, Belfast) and in which a dissertation is a stipulated requirement.

North Herts College

We do not set any English language requirements to foreign students before they are allowed to join a course.

North Worcestershire College Bromsgrove

I am able to tell you that all foreign students seeking admission to courses here are informed that they must hold a Certificate in English Language, either 'O' Level or its equivalent. In some cases, we accept an assurance from British Council in the student's country that his knowledge of English is adequate for the course he wishes to follow. The system is by no means fool proof and occasionally we enrol students whose language ability is less than we had been led to believe.

Norwich City College of Further & Higher Education

The English language requirements for intending students at this College are as follows:

Either A. By Qualification
or B. By Ability

(For details)
(see overleaf)

Norwich City College of Further & Higher Education (continued)

Either A. By Qualification i.e.

GCE 'O' level (Grade A, B, C) in English Language
or Use of English, including results awarded by
local examinations boards (WAEC, MCE, etc)

Cambridge Proficiency Certificate in English

JMB Test in English (overseas)

British Council Davies Test in English

or B. By Ability in English Language shown by

College interview and/or test
or having studied in English for school subjects
at secondary level
or having an acceptable recommendation from
recognised UK college.

Oldham College of Technology

The College does require overseas students to take the Davies test in English before final acceptance is given (for full time courses).

Royal College of Nursing

All students accepted for our courses have to take an entrance test in which language ability is tested before being accepted.

Royal Military College of Science

Our Admissions Board already interviews each candidate before accepting him, and may reject anyone who does not satisfy them on technical English.

We also accept a limited number of overseas military students for M Phil and PhD work, and the language problems are at least as severe as for BSc and MSc students.

Seale-Hayne College

The College does not normally set any actual tests in English for overseas students but where the student cannot be interviewed we seek British Council's help to ensure, as far as possible, that their standard of English is such as to make it possible for them to follow the course adequately.

Slough College of Higher Education

Students are expected to be proficient in written and spoken English.

Southall College of Technology

Where students speak English as a second language, either as overseas students or home students with a limited experience in the British secondary education system, we sometimes find a lack of fluency and understanding when it comes to their technical studies. We feel that an examination centred on 'vocational' English with a strong practical content would form a useful incentive in helping students to improve their spoken and written English. Study for this examination would run parallel with their technical studies at this College.

South East London College

I am course tutor of a Technician Diploma in Building and Civil Engineering course (2 years' duration), and have 38 students on the first year of the course, of whom 12 are overseas students. Of these 12 students, six have a "borderline" command of English, for whom a properly developed test would assist in making a more objective selection of students for the Diploma course. A similar proportion has existed in previous years.

South London College

There is no set English language requirement before foreign students are allowed to join our courses, but the tutors conducting preliminary interviews obviously have to be satisfied that a prospective student's level of communication in English would be adequate.

South West London College

Most of the overseas students at this College are attending courses for professional qualifications and the minimum English standard acceptable for entry to any course open to overseas students is GCE 'O' level.

The Suffolk College

There is at present in this College no objective statement of the standard of English language performance required before a foreign

The Suffolk College (continued)

student may be admitted to a course. Current practice is to ask one of the College's English as a Foreign Language tutors to determine, in consultation with staff of the department providing the course, whether a potential student has a standard of English to enable him to obtain the terminal qualification of the course. This assessment is made through a series of individual tests, both commercially produced and college-produced, together with an interview with the applicant.

In certain cases, where the British Council has been involved, the College is provided with a Davies Assessment for a potential student.

Trinity College of Music

As you may know, this College has an extensive External Examinations system which already covers examinations in English as a second language. Mr. Ernest Heberden, the Director of Examinations, will be writing to you further about this system. In the meantime, I return the form you enclosed, duly completed. As you will see, this College admitted eleven full-time Overseas Students this session, whose first language was not English. Three of these came from Malaysia, two from Singapore and one each from China, Hongkong, Japan, Columbia, Belgium and Norway. We do not require any student from overseas to take a particular examination showing his ability to understand English, but all such applicants are required to include in their tape-recorded submission, a short passage in English regarding their proposed course of study. In addition, all overseas students are interviewed by the Director of Studies during the first week of a new session to establish their command of English and ability to cope with the lectures, classes and lessons appropriate to their course.

In common with the other three major music colleges in London, it is likely this college will, in future, require applicants for the Graduate Course to include a G.C.E. 'O' level or 'A' level pass in English Language or Literature among their G.C.E. passes. This still has to be approved by the Academic Committee and College Board and if approved, would apply equally to home and 'Overseas' Students.

Trinity College of Music (continued)

We also offer E.F.L. examinations which are recognised by the British Council and in 1978 were taken by over 16,000 candidates in seventeen countries. Spoken English examinations are available at twelve different levels of difficulty and there is a separate Intermediate Written examination. We believe that one of the Spoken English grades combined perhaps with the Written Intermediate might provide a satisfactory form of test for the prospective foreign students you have in mind.

Welsh School of Occupational Therapy

All applications for training must be made through the Clearing House where the English Language requirement for foreign students is a pass in G.C.E. 'O' Level or the Certificate of Proficiency of the University of Cambridge.

Western Education and Library Board

This College requires foreign students to have obtained GCE 'O' level English Language before commencing courses. Equivalent qualifications are also accepted, eg West African School Certificate in English Language at Grade 6 or better. Usually foreign students are also required to continue their study of English, by attending 'O' level English Language classes or Use of English classes.

West Glamorgan Institute of Higher Education

With reference to your question regarding English Language requirements, I have to advise you that this Institute insists on fluency in English.

West Midlands College of Higher Education

I return herewith your pro forma. As you might expect all entrants to teacher education courses are required to have 'O' level English Language or equivalent on entry.

We sometimes advise overseas applicants to take one of the special examinations offered by Cambridge.

West of Scotland Agricultural College

The pro forma has been completed and is enclosed. We do not have any rigid English language requirements for our students but an assessment is normally based on the interview along with the application form and associated correspondence.

Worcester College of Higher Education

From 1980 all entrants to teacher training courses will require an Ordinary Level English Language pass. Entrance to our B.A. (Honours) Combined Studies programme is for candidates possessing at least two Advanced Level passes and in practice this has ensured an appropriate level of proficiency in English Language. There is no formal language test for entrance to our diploma course in Agricultural Education for overseas students but the British Council examines overseas applications and arranges preliminary language training before the course commences, which we continue during the course.

Writtel Agricultural College

We have no formal English language requirements for prospective overseas students, it being the responsibility of the interviewer at the initial interview stage to satisfy himself/herself that the potential student has sufficient written and verbal command of the language to enable him to enter a particular course.

APPENDIX 3.1

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Questionnaire on Communicative Characteristics sent
to A.R.E.L.S. Schools

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

A company limited by guarantee Registered in England No 792094

Registered Office Wellington House, Aldershot, Hampshire GU11 1BQ

Telephone ALDERSHOT 25551 Telegrams. AEBOARD ALDERSHOT HANTS

Dear Colleague,

As an integral part of the development of our new tests for overseas students we are carrying out a survey amongst E.F.L. teachers to determine:

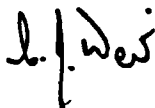
- a) what you consider to be the main distinguishing features of communicative language teaching, e.g. the existence of a relevant information gap, authenticity etc.
- b) what you think the criteria to be used in the assessment of student performance in communicative language tests (both written and oral) should be, e.g. fluency, formal accuracy etc.

It is hoped that as a result of the survey we can ensure that our new tests reflect those features of communicative language teaching which in your experience have proved to be significant. Given our aim is to construct communicative language tests, we are seeking to ensure their validity by making every effort to see that they exhibit the important features of language in use that we are able to specify and incorporate in our test tasks. As it seems unlikely that we will ever arrive at a grammar of language in use we can only go as far as practical developments in language teaching can take us.

The Board would be most grateful therefore if you could try to itemise overleaf:

- a) the features of language in use which you feel should be reflected in tasks set in a communicative test.
- b) the criteria you feel should be used in the assessment of student performance on the communicative language tasks set in such a test.

Yours sincerely,



Cyril J. Weir.

a) Please list what you feel to be the most important features of a communicative approach to language teaching that should be reflected in tasks set in communicative language tests.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

b) Please list the criteria which you feel should be used in the assessment of student performance in communicative language tests (written or spoken).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

APPENDIX 3.2

The Observations Conducted at Various Institutions in Further and Higher Education

- 3.2.1 Specimen Copy of the Observation Checklist
- 3.2.2 Details of the Observations Conducted 1979-1980
- 3.2.3 Attitudinal Tones most Frequently Encountered by
Students in the Various Study Modes

Appendix 3.2.1

Specimen Copy of the Observation Checklist

OBSERVATION CHECKLIST

Institution:

Dates visited:

Contacts:

1. Purpose of Study

1.1 Course

2. Communicative Events and Activities

2.1 Lectures

2.1.1 Teacher makes statements:

- 2.1.1.1 of fact, principle
- 2.1.1.2 of problems
- 2.1.1.3 of hypotheses or speculation
- 2.1.1.4 of experimental procedure

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.2 Taking notes

- 2.1.2.1 copying diagrams, charts, graphs, written notes, etc., from the blackboard
- 2.1.2.2 taking notes delivered at dictation pace
- 2.1.2.3 extracting information from discourse spoken at normal speed
- 2.1.2.4 using duplicated notes relating to the teaching situation

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.3 Teacher asks questions (or invites comments) which are answered by students

- 2.1.3.1 recalling facts and principles
- 2.1.3.2 deducing solutions to problems
- 2.1.3.3 making hypotheses or speculation
- 2.1.3.4 designing of experimental procedure
- 2.1.3.5 direct observation
- 2.1.3.6 interpretation of observed or recorded information

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.4 Students seek information or consult for the purpose of:

- 2.1.4.1 acquiring or clarifying facts or principles
- 2.1.4.2 identifying or solving problems
- 2.1.4.3 making inferences, formulating or testing hypotheses
- 2.1.4.4 seeking guidance on experimental procedure
- 2.1.4.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.5 Students refer to teacher for the purpose of:

- 2.1.5.1 acquiring or clarifying facts or principles
- 2.1.5.2 seeking guidance when identifying or solving problems
- 2.1.5.3 seeking guidance when making inferences, formulating or testing hypotheses
- 2.1.5.4 seeking guidance on experimental procedure
- 2.1.5.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.6 Teacher directs students to sources of information for the purpose of:

- 2.1.6.1 acquiring or clarifying facts or principles
- 2.1.6.2 identifying or solving problems
- 2.1.6.3 making inferences, formulating or testing hypotheses
- 2.1.6.4 seeking guidance on experimental procedure
- 2.1.6.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.7 Use of informal language

- 2.1.7.1 by teacher
- 2.1.7.2 by student

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: High Frequency of Occurrence
M: Medium Frequency of Occurrence
L: Low Frequency of Occurrence
N: Non-Occurrence

2. Communicative Events and Activities

2.2 Seminars/Tutorials

2.2.1a Teacher makes statements:

- 2.2.1.1 of fact, principle
- 2.2.1.2 of problems
- 2.2.1.3 of hypotheses or speculation
- 2.2.1.4 of experimental procedure

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.1b Student makes statements:

- 2.2.1.1 of fact, principle
- 2.2.1.2 of problems
- 2.2.1.3 of hypotheses or speculation
- 2.2.1.4 of experimental procedure

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.2 Taking notes

- 2.2.2.1 copying diagrams, charts, graphs, written notes, etc., from the blackboard
- 2.2.2.2 taking notes delivered at dictation pace
- 2.2.2.3 extracting information from discourse spoken at normal speed
- 2.2.2.4 using duplicated notes relating to the teaching situation

H	M	L	N
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.3 Teacher asks questions (or invites comments) which are answered by students

- 2.2.3.1 recalling facts and principles
- 2.2.3.2 deducing solutions to problems
- 2.2.3.3 making hypotheses or speculation
- 2.2.3.4 designing of experimental procedure
- 2.2.3.5 direct observation
- 2.2.3.6 interpretation of observed or recorded information

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.2.4 Students seek information or consult for the purpose of:

- 2.2.4.1 acquiring or clarifying facts or principles
- 2.2.4.2 identifying or solving problems
- 2.2.4.3 making inferences, formulating or testing hypotheses
- 2.2.4.4 seeking guidance on experimental procedure
- 2.2.4.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.2.5 Students refer to teacher for the purpose of:

- 2.2.5.1 acquiring or clarifying facts or principles
- 2.2.5.2 seeking guidance when identifying or solving problems
- 2.2.5.3 seeking guidance when making inferences, formulating or testing hypotheses
- 2.2.5.4 seeking guidance on experimental procedure
- 2.2.5.5 developing own opinion or line of argument

H	M	L	N
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2.2.6 Teacher directs students to sources of information for the purpose of:

- 2.2.6.1 acquiring or clarifying facts or principles
- 2.2.6.2 identifying or solving problems
- 2.2.6.3 making inferences, formulating or testing hypotheses
- 2.2.6.4 seeking guidance on experimental procedure
- 2.2.6.5 developing own opinion or line of argument

H	M	L	N
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.7 Use of informal language

- 2.2.7.1 by teacher
- 2.2.7.2 by student

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: High Frequency of Occurrence
M: Medium Frequency of Occurrence
L: Low Frequency of Occurrence
N: Non-Occurrence

2. Communicative Events and Activities

2.3 Practical Classes

2.3.1 Teacher makes statements:

- 2.3.1.1 of fact, principle
- 2.3.1.2 of problems
- 2.3.1.3 of hypotheses or speculation
- 2.3.1.4 of experimental procedure

H	M	L	N
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.2 Taking notes

- 2.3.2.1 copying diagrams, charts, graphs, written notes, etc., from the blackboard
- 2.3.2.2 taking notes delivered at dictation pace
- 2.3.2.3 extracting information from discourse spoken at normal speed
- 2.3.2.4 using duplicated notes relating to the teaching situation

H	M	L	N
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.3 Teacher asks questions (or invites comments) which are answered by students

- 2.3.3.1 recalling facts and principles
- 2.3.3.2 deducing solutions to problems
- 2.3.3.3 making hypotheses or speculation
- 2.3.3.4 designing of experimental procedure
- 2.3.3.5 direct observation
- 2.3.3.6 interpretation of observed or recorded information

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.4 Students seek information or consult for the purpose of:

- 2.3.4.1 acquiring or clarifying facts or principles
- 2.3.4.2 identifying or solving problems
- 2.3.4.3 making inferences, formulating or testing hypotheses
- 2.3.4.4 seeking guidance on experimental procedure
- 2.3.4.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.5 Students refer to teacher for the purpose of:

- 2.3.5.1 acquiring or clarifying facts or principles
- 2.3.5.2 seeking guidance when identifying or solving problems
- 2.3.5.3 seeking guidance when making inferences, formulating or testing hypotheses
- 2.3.5.4 seeking guidance on experimental procedure
- 2.3.5.5 developing own opinion or line of argument

H	M	L	N
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.6 Teacher directs students to sources of information for the purpose of:

- 2.3.6.1 acquiring or clarifying facts or principles
- 2.3.6.2 identifying or solving problems
- 2.3.6.3 making inferences, formulating or testing hypotheses
- 2.3.6.4 seeking guidance on experimental procedure
- 2.3.6.5 developing own opinion or line of argument

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.7 Use of informal language

- 2.3.7.1 by teacher
- 2.3.7.2 by student

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: High Frequency of Occurrence
M: Medium Frequency of Occurrence
L: Low Frequency of Occurrence
N: Non-Occurrence

2.4 Reference Study

	H	M	L	N
2.4.1 Reading intensively for comprehension of total text				
2.4.1.1 duplicated notes related to the teaching situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1.2 written questions done in class or assigned for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1.3 laboratory worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1.4 examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1.5 prescribed texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1.6 any other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.2 Reading to extract main information from the text to get a general idea of a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.3 Reading to extract specific assignment oriented information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.4 Reading to establish and evaluate writer's position on a particular issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.5 Reading for purpose of monitoring sources of new information and assessing relevance to course of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.6 Reading to assess desirability of text for intensive study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.7 Any other type of reading done by students (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: High Frequency of Occurrence
 M: Medium Frequency of Occurrence
 L: Low Frequency of Occurrence
 N: Non-Occurrence

2.5 Written Work

2.5.1 Selecting/noting information from reading for use in writing tasks

COURSE-
WORK EXAM
H M L N H M L N

--	--	--	--

2.5.2 Sequencing and writing up of experiments

H M L N H M L N

--	--	--	--	--	--	--	--

- a) description of results
- b) tabulation of results
- c) summarising and drawing conclusions
- d) using symbols/graphs/charts/labelled and unlabelled diagrams

2.5.3 Writing short verbal introductions to and/or connecting sentences in, mathematical arguments or numerical calculations

H M L N H M L N

--	--	--	--	--	--	--	--

2.5.4 Short answers in connected writing to restricted response questions

H M L N H M L N

--	--	--	--	--	--	--	--

2.5.5 Extended connected writing

H M L N H M L N

2.5.5.1 practical report

--	--	--	--

2.5.5.2 project work

--	--	--	--

2.5.5.3 essays

--	--	--	--	--	--	--	--

2.5.5.4 dissertations

--	--	--	--

2.5.5.5 thesis

--	--	--	--

2.5.5.6 any other (please specify below)

--	--	--	--	--	--	--	--

2.5.6 Any other type of writing produced by the student (Please specify below)

H M L N H M L N

--	--	--	--	--	--	--	--

H: High Frequency of Occurrence
M: Medium Frequency of Occurrence
L: Low Frequency of Occurrence
N: Non-Occurrence

2.6 Field Work

2.7 Industrial/Commercial Visits

3. Setting

3.1 Physical Setting: Spatial

3.1.1 Place of study: name and type of educational institution where students need English:

For which of the following academic study settings is English required?

3.1.1.1 lecture room/theatre

3.1.1.2 classroom

3.1.1.3 laboratory

3.1.1.4 workshop

3.1.1.5 seminar/tutorial

3.1.1.6 private study/library

3.1.2 In what other places will students need English?

3.1.3 Extent: size of institution

Is the place where English will be used

small?

medium?

large?

3.2 Physical Setting: Temporal

3.2.1 Length of course

3.2.1.1 hours per week student in

lecture classes

seminars/tutorials

practical classes

3.3 Psychosocial Setting

The type of setting in which students will use English.
Select element from each appropriate continuum.

Inventory of psychosocial environments

3.3.1	intellectual/thinking	1	2	3	4	5	non-intellectual/unthinking
3.3.2	professional	1	2	3	4	5	non-professional
3.3.3	educationally developed	1	2	3	4	5	educationally undeveloped
3.3.4	technologically sophisticated	1	2	3	4	5	technologically unsophisticated
3.3.5	urban	1	2	3	4	5	rural
3.3.6	public	1	2	3	4	5	private
3.3.7	familiar physical	1	2	3	4	5	unfamiliar physical
3.3.8	familiar human	1	2	3	4	5	unfamiliar human
3.3.9	quiet	1	2	3	4	5	noisy
3.3.10	demanding	1	2	3	4	5	undemanding
3.3.11	hurried	1	2	3	4	5	unhurried
3.3.12	formal	1	2	3	4	5	informal
3.3.13	authoritarian	1	2	3	4	5	unauthoritarian/laissez-faire
3.3.14	entertaining/festive	1	2	3	4	5	serious
3.3.15	sympathetic	1	2	3	4	5	unsympathetic

4. Interaction

4.1 Position

4.2 Role Set (people with whom students will interact in English, by virtue of their "position")

4.3 Role Set Identity

4.3.1 Number

Lecture
Tutorial and Seminar
Practical Classes

4.3.2 Age group

4.3.3 Sex

4.3.4 Nationality

4.4 Inventory of Social Relationships

From the inventory, select those that occur as a result of role relationships in 4.2.

Indicate directionality

Inventory of social relationships - asymmetrical

- | | | |
|-------|----------------------|----------------------|
| 4.4.1 | instructor/authority | - learner |
| 4.4.2 | adviser | - advisee |
| 4.4.3 | insider | - outsider |
| 4.4.4 | professional | - non-professional |
| 4.4.5 | native | - non-native |
| 4.4.6 | older generation | - younger generation |
| 4.4.7 | man/male | - woman/female |

↔

Inventory of social relationships - symmetrical

- | | | |
|--------|----------------|------------------|
| 4.4.9 | equal | - equal |
| 4.4.10 | insider | - insider |
| 4.4.11 | group member | - group member |
| 4.4.12 | professional | - professional |
| 4.4.13 | friend | - friend |
| 4.4.14 | acquaintance | - acquaintance |
| 4.4.15 | outsider | - outsider |
| 4.4.16 | adult | - adult |
| 4.4.17 | own generation | - own generation |
| 4.4.18 | own sex | - own sex |

5. Instrumentality

5.1 Medium

State the required medium and type of command by selecting from the following:

- | | | |
|-------|---------|--------------|
| 5.1.1 | spoken | : receptive |
| 5.1.2 | spoken | : productive |
| 5.1.3 | written | : receptive |
| 5.1.4 | written | : productive |

5.2 Mode

Specify the required mode of communication in terms of the following, as appropriate

- | | |
|-------|---------------------------------|
| 5.2.1 | monologue, spoken to be heard |
| 5.2.2 | monologue, spoken to be written |
| 5.2.3 | monologue, written to be read |
| 5.2.4 | monologue, written to be spoken |
| 5.2.5 | dialogue, spoken to be heard |

5.3 Channel

Select the channel of communication, as appropriate, from the following:

- 5.3.1 face-to-face (bilateral)
- 5.3.2 face-to-face (unilateral)
- 5.3.3 radio (live relay)
- 5.3.4 television (live relay)
- 5.3.5 tape (audio/video)
- 5.3.6 film
- 5.3.7 print (unilateral)
- 5.3.8 print (bilateral)

5.4 Non-verbal Medium

If applicable, state the required non-verbal medium of communication by selecting from the following as appropriate:

- 5.4.1 pictorial (unlabelled illustrations, charts and plans)
- 5.4.2 mathematical and other scientific (arithmetic-al, algebraic, geometrical, chemical symbols)
- 5.4.3 kinesic (facial and body movements or gestures)
- 5.4.4 realia (e.g. specimens, scientific equipment)

R	P

and state whether the type of command required is:
receptive/productive/both.

6. Target Level

6.1 Dimensions

- 6.1.1 Size of text
- 6.1.2 Complexity of text
- 6.1.3 Functional range
- 6.1.4 Referential range
- 6.1.5 Speed of communication

Scale: Value
 H = high
 M = medium
 L = low

SPOKEN			SPOKEN			WRITTEN			WRITTEN		
RECEPTIVE			PRODUCTIVE			RECEPTIVE			PRODUCTIVE		
A	B	C	A	B	C	A	B	C	A	B	C

6.2 Conditions

Tolerance of:

- 6.2.1 error (linguistic)
- 6.2.2 stylistic failure
- 6.2.3 reference to dictionary/addressees, etc.)
- 6.2.4 repetition (re-read/ask for repeat)
- 6.2.5 hesitation (lack of fluency)

Scale: H = high degree of tolerance
 M = medium degree of tolerance
 L = low degree of tolerance
 NA = not applicable

SPOKEN			SPOKEN			WRITTEN			WRITTEN		
RECEPTIVE			PRODUCTIVE			RECEPTIVE			PRODUCTIVE		
A	B	C	A	B	C	A	B	C	A	B	C

A: Lecture
 B: Seminar/Tutorial
 C: Practical Classes

O1: /
 O2: /
 please specify

7. Communicative Key

For each event, list the activities previously identified (in Section 2) and opposite each activity specify those keys which the participant needs to be able to (i) produce (P), and (ii) recognise and understand (R), as applicable, in connection with that activity. The keys should be selected from the left-hand column of the attitudinal tone index below.

Activities

Key (P)

Key (R)

(Communicative Key continued)

Activities

Key (P)

Key (R)

.

.

Attitudinal-tone index

happy – unhappy	happy delighted, ecstatic, joyful	unhappy wretched, sad, heartbroken, sorrowful, suffering, harrowed
content – discontented	content contented, satisfied, complacent	discontented dissatisfied, disgruntled, grumbling, complaining, petulant
pleasant – unpleasant	pleasant agreeable, genial, amiable, appealing	unpleasant disagreeable, annoying, distressing, frightening, abrasive, spooky
cheerful – dejected	cheerful heartily, laughing, light-hearted, jaunty, gay, merry, jolly, festive, convivial	dejected gloomy, despondent, depressed, dis- appointed, melancholic, cheerless, depressing, sombre, disconsolate
frivolous – serious	frivolous flippant, levitous, joking, trivial, playful	serious earnest, grave, solemn, weighty
rejoicing – lamenting	rejoicing jubilant, gleeful, exultant, triumphant	lamenting tearful, mournful, plaintive, doleful, pathetic
entertaining – tedious	entertaining amusing, diverting, interesting	tedious dreary, dull, soporific, boring, monotonous
exciting – unexciting	exciting stirring, stimulating, dramatic, sensational	unexciting uneventful, dull, bored
humorous – humourless	humorous funny, amusing, comical, farcical, witty, roll, ridiculous	humourless unamusing, unfunny, uncomical, straight, serious
sensitive/discriminating – insensitive/indiscriminating	sensitive/discriminating delicate, aesthetic, discerning, subtle, sophisticated, fastidious, tactful	insensitive/indiscriminating vulgar, coarse, Philistine, undiscerning, naive, unsophisticated, raucous, tactless
hoping – hopeless	hoping expectant, sanguine, optimistic, encouraging, wishful, hopeful	hopeless despairing, desperate, pessimistic, unhopeful
courageous – fearing	courageous heroic, brave, bold, audacious, plucky, spurred, intrepid, fearless, undismayed	fearing afraid, panicky, dismayed, petrified, nervous, timid, apprehensive, cowardly, funky, diffident
cautious – incautious	cautious wary, guarded, circumspect, tentative, careful, discreet	incautious reckless, heedless, unguarded, rash, wild, careless, indiscreet
caring – indifferent	caring concerned, interested, enthusiastic, eager, keen, personal, anxious, worried, curious, fascinated	indifferent uncaring, unconcerned, uninterested, lukewarm, impersonal, unenthusiastic, incurious, nonchalant, apathetic, perfunctory
wondering – unastonished	wondering marvelling, amazed, aghast, surprised, bewildered	unastonished unamazed, unsurprised, unimpressed, expectant, matter-of-fact
modest – prideful	modest self-effacing, unassuming, humble, meek, bashful, retiring, demure, unboastful	prideful conceited, boastful, proud, snobbish, supercilious, patronising, condescending, pompous, ostentatious, arrogant
formal – informal	formal ceremonious, punctilious, correct, detached, stiff, conventional	informal unceremonious, casual, familiar, intimate, chatty, relaxed, irregular

friendly — inimical	friendly sympathetic, cordial, amiable, intimate, warm	inimical unfriendly, unsympathetic, hostile, cold, disliking
courteous — discourteous	courteous chivalrous, polite, civil, urbane, dignified, gracious, gallant	discourteous ungallant, impolite, rude, off-handed, boorish, ungracious, brusque, abrupt, offensive
sociable — unsociable	sociable hospitable, welcoming, affable, approachable, loquacious, effusive, unreserved	unsociable inhospitable, unwelcoming, stand-offish, taciturn, sullen, sulky, aloof, reserved, preoccupied, ignoring
loving — hating	loving affectionate, tender, caressing, amorous, desiring, infatuated, adoring, erotic	hating antipathetic, loathing, rancorous, abhorring
unresentful — resentful	unresentful ungrudging, mild, unenvious, unjealous	resentful piqued, hurt, indignant, affronted, bitter, acrimonious, envious, jealous
pleased — displeased	pleased glad	displeased angry, cross, annoyed, infuriated, apoplectic, exasperated
benevolent — malevolent	benevolent benign, kind, obliging, altruistic, generous, charitable, pitying compassionate	malevolent spiteful, vicious, malicious, unkind, uncharitable, cruel, sadistic, brutal, pitiless
forgiving — unforgiving	forgiving pardonning, merciful, condoning, placable	unforgiving retaliatory, revengeful, vindictive, implacable, merciless
patient — impatient	patient uncomplaining, forbearing, long-suffering, persevering, stoical, painstaking	impatient restless, over-eager, hasty, fretful, impetuous, unbearing, unpersevering
grateful — ungrateful	grateful thankful, appreciative, obliged, acknowledging	ungrateful unthankful, unmindful, unappreciative, taking for granted
honest — dishonest	honest candid, frank, ingenuous, straightforward, sincere, genuine, truthful, upright, fair, just	dishonest disingenuous, insincere, hypocritical, sanctimonious, cunning, devious, corrupt, perfidious, unfair, unjust
disinterested — biased/selfish	disinterested impartial, unbiased, unprejudiced, dis- passionate, unselfish, considerate, altruistic, generous, magnanimous	biased/selfish prejudiced, nationalistic, chauvinistic, bigoted, egotistical, ungenerous, mercenary, avaricious, self-seeking, inconsiderate
respectful — disrespectful	respectful deferential, reverential, obsequious, dutiful	disrespectful lacking in deference, familiar, cheeky, impertinent, brash, presumptuous, irreverent
admiring — contemptuous	admiring regarding highly, appreciative, impressed	contemptuous despising, disdainful, scornful, mobbish, cynical, derisive, mocking, sardonic, insulting, insolent
praising — detracting	praising complimentary, commendatory, laudatory, eulogistic, flattering, sycophantic	detracting derogatory, pejorative, disparaging, defamatory, denigratory, sarcastic, satirical, uncomplimentary

approving — disapproving	approving favourable, supporting, assenting, well-inclined	disapproving unfavourable, critical, censorious, reproachful, intolerant, shocked, deprecating, admonitory
regretting — unregretting	regretting regretful, sorry, apologetic, contrite, remorseful, penitent, repentant	unregretting unapologetic, unrepentant, uncontrite, unpenitent, unashamed, brazen
temperate — intemperate	temperate moderate, sober, restrained, ascetic, austere	intemperate immoderate, drunken, unrestrained, sensual, hedonistic
pure — impure	pure clean, innocent, chaste, honourable, platonic, decent, edifying, praiseworthy, pious	impure dirty, immoral, risqué, obscene, pornographic, whorish, lecherous, lewd, licentious, depraved
pious — irreligious	pious religious, spiritual, worshipping, prayerful, devotional, invocatory, mystical	irreligious impious, secular, unbelieving, profane, blasphemous, idolatrous, diabolical
excitable — inexcitable	excitable impassioned, excited, agitated, tense, irascible, embarrassed, frantic, hysterical, disconcerted, hot-tempered	inexcitable impassive, phlegmatic, cool, imperturbable, composed, calm, unruffled, placid, equable
willing — unwilling	willing desirous, ready, enthusiastic, helpful, cooperative	unwilling reluctant, unhelpful, uncooperative, disinclined, unenthusiastic
resolute — irresolute	resolute determined, firm, persistent, stubborn, obstinate, constant, adamant, militant	irresolute hesitating, vacillating, indecisive, capricious, half-hearted, wavering
inductive — dissuasive	inductive persuasive, encouraging, provocative, inciting, urging, seductive, recommendatory	dissuasive discouraging, damping, intimidating, cautionary, deprecatory, threatening, ominous
active — inactive	active energetic, lively, businesslike, busy, industrious, studious, officious, efficient	inactive lazy, languid, listless, leisurely, sleepy, soporific, fatigued, tranquil, sloppy, dilatory
concordant — discordant	concordant harmonious, amicable, congenial, peaceful, soothing, pacificatory, conciliatory, placatory, mediatory, diplomatic	discordant dissentient, quarrelling, argumentative, irascible, aggravating, bellicose, aggressive, contentious, polemical, undiplomatic
lenient — severe	lenient gentle, mild, indulgent, tolerant, easy-going, permissive, accommodating	severe harsh, stern, strict, intolerant, violent, forbidding, uncompromising
authoritative — lacking in authority	authoritative official, commanding, dignified, majestic, imperious, dominant, self-assured, imposing, didactic, permitting	lacking in authority unofficial, insignificant, undignified, anarchic, diffident, servile, unimposing
compelling — uncompelling	compelling urgent, forceful, coercive, peremptory, bossy, insistent, authoritarian, demanding	uncompelling unimportant, weak, feeble, unassertive, laissez-faire, innocuous
obedient — disobedient	obedient compliant, submissive, docile, meek, dutiful, loyal	disobedient insubordinate, rebellious, recalcitrant, naughty, contumacious, subversive, seditious, disloyal

certain — uncertain	certain sure, unequivocal, unambiguous, confident, believing, opinionated, dogmatic trustful, convincing	uncertain unsure, ambiguous, puzzled, vague, doubting, sceptical, incredulous, suppositional, distrustful, suspicious, unconvincing
open — secret	open plain, clear, public, revelatory, undisguised, unreserved, blatant	secret secretive, abstruse, cryptic, mysterious, reticent, cabalistic, conspiratorial, confidential, private
intelligent/thinking — unthinking/unintelligent	intelligent/thinking clever, wise, intellectual, shrewd, rational, erudite, knowing, thoughtful discreet	unthinking/unintelligent stupid, unwise, foolish, unintellectual, silly, irrational, fatuous, ignorant, indiscreet
assenting — dissenting	assenting agreeing, consenting, acquiescent, concurring, admitting, confirmatory, affirmative	dissenting disagreeing, refusing, protesting, querying, arguing, denying, retorting, negative, qualifying

Appendix 3.2.2

Details of the Observations Conducted 1979-1980

'A' LEVEL SCIENCES

NUMBER OF HOURS OBSERVED
Notes Lectures Practicals

BIOLOGY - Padworth	6	3
CHEMISTRY - Bradford	4	3
Newbury	2	3
Padworth	3	2½
MATHEMATICS - Bradford	3	-
Newbury	5	-
Padworth	4	-
PHYSICS - Bradford	1½	2
Newbury	2	2

SCIENCES

NUMBER OF HOURS OBSERVED			
	Lectures	Seminars/ Tutorials	Practicals
EXETER B.Sc. Biology	8	2	3
READING B.Sc. Chemistry	3	1	6
EXETER B.Sc. Mathematics	1	-	-
READING B.Sc. Mathematics	3	1	1
READING B.Sc. Physics	2	2	3
.			
EXETER M.Sc. Mathematical Statistics and Operational Research	5	2	-
READING M.Sc. Modern and Applied Optics	2	-	-
READING M.Sc. Numerical Solution of Differential Equations	2	1	-

ENGINEERING

NUMBER OF HOURS OBSERVED			
	Lectures	Seminars/ Tutorials	Practicals
EXETER B.Sc. Chemical Engineering	6	3	3
READING B.Sc. Electrical Engineering	7	1	6
EXETER B.Sc. Engineering Science	5	1	3
READING B.Sc. Mechanical Engineering	5	2	6
READING B.Sc. Quantity Surveying	8	3	2

A.S.A.B.S.

	NUMBER OF HOURS OBSERVED		
	Lectures	Seminars/ Tutorials	Practicals
FARNBOROUGH - H.N.D. Business Studies	7	2	-
BUCKINGHAM - License in Economics	1	1	-
EXETER - B.A. Economics	1	-	-
READING - B.A. Economics	1	1	-
BUCKINGHAM - B.A. Politics	1	-	-
READING - B.A. Politics	4	3	-
EXETER - B.A. Sociology	6	3	-
EXETER - M.A. European Economic Studies	2	6	-
EXETER - LL.M.			
LONDON - LL.M.	2	5	-
READING - M.A. International and Comparative Studies	2	6	-
READING - M.Sc. Regional and Urban Planning Studies	8	4	-

Appendix 3.2.3

Attitudinal Tones most Frequently Encountered by
Students in the Various Study Modes

<u>Speaking</u>	<u>Spoken Medium</u>	<u>Listening</u>
happy/unhappy		
pleasant		pleasant/unpleasant
contented/miscontented		
frivolous/serious		frivolous/serious
cautious		cautious/incautious
caring		caring/indifferent
formal/informal		formal/informal
sensitive, discriminating/ insensitive, indiscriminating		sensitive, discriminating/ insensitive, indiscriminating
friendly		friendly/inimical
pleased/displeased		pleased/displeased
courteous		courteous/discourteous
sociable		sociable/unsociable
patient		patient/impatient
grateful		grateful/ungrateful
honest		honest/dishonest
disinterested		disinterested/biased
respectful		respectful/disrespectful
admiring		admiring/contemptuous
approving/disapproving		approving/disapproving
regretting		
willing		willing/unwilling
praising/detracting		praising/detracting
resolute/irresolute		resolute/irresolute
inducive/dissuasive		inducive/dissuasive
active		active/inactive
concordant		concordant/discordant
obedient		
certain/uncertain		certain/uncertain
authoritative		authoritative/lacking in authority
compelling		compelling/uncompelling
intelligent, thinking		intelligent, thinking/ unintelligent, unthinking
rational		irrational
assenting/dissenting		assenting/dissenting
hoping		
<u>Writing</u>	<u>Written Medium</u>	<u>Reading</u>
		authoritative/lacking in authority
		inducive/dissuasive
discriminating		
cautious		cautious/incautious
formal		formal/informal
disinterested		disinterested/biased
honest		honest/dishonest
assenting/dissenting		assenting/dissenting
caring		caring/indifferent
rational		
intelligent, thinking		intelligent, thinking/ unintelligent, unthinking
certain/uncertain		certain/uncertain
concordant/discordant		concordant/discordant
praising/detracting		praising/detracting
approving/disapproving		approving/disapproving
		compelling/uncompelling

APPENDIX 3.3

The Questionnaire

- 3.3.1 Specimen Copies of the Pilot and Final Versions of the Questionnaire
- 3.3.2 Details of the Number of Returns to the Pilot and Final Versions of the Questionnaire

Appendix 3.3.1

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Specimen Copies of the Pilot and Final
Versions of the Questionnaire

Students' Pilot Questionnaire - Advanced Level

PLEASE RETURN TO:

Mr. C.J. Weir,
The Associated Examining Board,
Wellington House,
Aldershot,
Hampshire GU11 1BQ.

PLEASE
LEAVE
BLANK

PILOT

FIRST YEAR 'ADVANCED LEVEL'

STUDY SKILLS QUESTIONNAIRE - STUDENTS

This questionnaire is aimed at discovering where students from overseas are likely to face language difficulties during various academic courses of study in this country. On the basis of the completed questionnaires, we hope to be able to pinpoint particular areas of language difficulty. Your co-operation in completing the questionnaire is greatly appreciated.

COURSE:

COUNTRY:

MOTHER TONGUE.

QUALIFICATIONS IN ENGLISH:

CHECKLIST OF ENGLISH LANGUAGE SKILLS USED IN YOUR COURSE

PLEASE UNDERLINE YOUR ANSWERS E.G. YES/NO
(WHERE APPROPRIATE)

SECTION A. English Language Problems on Course

1. Please rank the following skills in the order of difficulty you find in performing them.

Understanding lectures

Asking questions about your subject

Answering questions about your subject

Making notes from lectures

Making notes from books

Understanding what you read in books on your subject

Writing in English

Discussing problems connected with your subject in English

PLEASE
LEAVE
BLANK

SECTION B. Listening to and Understanding Spoken English

1. Do you consider lectures important?

NEVER/SOMETIMES/OFTEN

2. How many lectures do you attend each week?

3. How many students are there in your lecture group?

10/10-20/20-30/30-50/50-100/100-150/150+

4. Do you have lectures with

other English students only?

a mixture of English and foreign students?

foreign students only?

5. Do you have difficulty understanding

all lectures?

most lectures?

a lot, with some more than others?

a little, with some more than others?

6. Which of the following cause difficulty in lectures?

The lecturer doesn't speak loudly and clearly

The lecturer speaks too quickly

The lecturer speaks too quickly and not loudly enough

The lecturer uses a lot of words I don't understand
and therefore I cannot understand him

The lecturer uses some words I don't understand

7. Do you make notes during lectures?

NEVER/SOMETIMES/OFTEN

8. Do you find it difficult to make notes during lectures?

NEVER/SOMETIMES/OFTEN

If so, please explain what you find difficult.

PLEASE
LEAVE
BLANK

9. During lectures, do you find any difficulties other than making notes?
Give examples.

10. How often are you given spoken instructions during the following activities in your course?

(a) Lectures NEVER/SOMETIMES/OFTEN
(b) Laboratory practicals NEVER/SOMETIMES/OFTEN

Do you find any difficulty in understanding these? NEVER/SOMETIMES/OFTEN

11. How often are you given informal explanations of course material in:

(a) laboratory practicals NEVER/SOMETIMES/OFTEN
(b) lectures NEVER/SOMETIMES/OFTEN

Do you find difficulty in coping with this? NEVER/SOMETIMES/OFTEN

Could you give some examples?

SECTION C. Reading and Summarising Written Material

1. How often are you required to read and follow written instructions in:
laboratory practicals NEVER/SOMETIMES/OFTEN

2. Do you have difficulty reading and following written instructions in:
laboratory practicals NEVER/SOMETIMES/OFTEN

3. How often are you given written summaries of lectures?
NEVER/SOMETIMES/OFTEN

4. Do you make notes from textbooks?
NEVER/SOMETIMES/OFTEN

PLEASE
LEAVE
BLANK

5. Do you find it difficult to make notes from textbooks?

NEVER/SOMETIMES/OFTEN

What do you find difficult?

6. Do you consider making notes from textbooks important?

NEVER/SOMETIMES/OFTEN

Why do you consider it important?

7. Do you find textbooks and professional papers you have to read

all difficult/most difficult/some difficult/none difficult

8. Why do you find particular textbooks difficult?

(a) Because of unfamiliarity with the subject matter

(b) Because of language difficulties, though familiar with the subject matter

(c) Because of language difficulties and unfamiliarity with the subject matter

9. In reading textbooks written in English, do you read

(a) as quickly as you would like?

(b) more slowly than you would like?

(c) much more slowly than you would like?

10. Without the help of a dictionary, can you understand

all/most/some/none/few

of the textbooks and professional papers you have to read?

PLEASE
LEAVE
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11. Listed below are some difficulties students experience in reading
-textbooks and professional journals. Underline those which apply.

Understanding them
Understanding chapters or paragraphs
Understanding some sentences
Understanding the meaning of some technical vocabulary
Understanding the meaning of some non-technical vocabulary
Understanding a few words only

SECTION D. Writing English

1. How often are you required to write reports or essays?

NEVER/SOMETIMES/OFTEN

2. How important do you consider writing reports or essays?

Not important Important Very important

3. Are you required to write any longer pieces of work such as projects,
dissertations?

YES/NO

Please give details of length and number of such pieces of work in
your course.

4. In writing essays and reports, do you have

- (a) a great deal of difficulty in expressing ideas in written English?
(b) some difficulty in expressing ideas in written English?
(c) a little difficulty in expressing ideas in written English?
(d) no difficulty in expressing ideas in written English?

5. Which of the following do you have difficulty with? Underline those
which apply.

- (a) Forming paragraphs in essays and reports?
(b) Spelling?
(c) Punctuation?
(d) Writing correct grammatical sentences without too many mistakes?
(e) Finding the exact words to express your ideas?
(f) Presenting ideas in a logical progression?

PLEASE
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6. Do you write English
as quickly as you would like?
more slowly than you would like?
much more slowly than you would like?

7. (a) Are you required to take a written examination at the end of
the year?
YES/NO
(b) Are you required to take any other written examinations during
the year?

8. Are you required to write any essays in examinations?
YES/NO

9. Do you find difficulty in writing answers to questions in exam-
inations?
YES/NO

10. Is this because you have difficulty in understanding the question?
YES/NO

11. Are you required to answer multiple choice questions in examinations?
YES/NO

SECTION E. Speaking English

1. How often are you required to give oral reports or short talks on
your course?
NEVER/SOMETIMES/OFTEN
Give details of topics.

PLEASE
LEAVE
BLANK

2. How often are you required to take part in organised group discussions in:

- | | |
|---------------------------|-----------------------|
| (a) lectures | NEVER/SOMETIMES/OFTEN |
| (b) laboratory practicals | NEVER/SOMETIMES/OFTEN |

3. How often are you required to read aloud from written texts or notes in:

- | | |
|-----------------------|-----------------------|
| laboratory practicals | NEVER/SOMETIMES/OFTEN |
|-----------------------|-----------------------|
- Give details of topics.

4. How often do you

(a) ask questions in:

- | | |
|-----------------------|-----------------------|
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |

(b) answer questions in:

- | | |
|-----------------------|-----------------------|
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |

5. Which of the following speaking tasks do you find difficult?

1. Giving oral reports or short talks
YES/NO

2. Taking part in group discussions
YES/NO

3. Asking and answering questions during your course
YES/NO

Students' Pilot Questionnaire - Undergraduate and Post-graduate

PLEASE RETURN TO.

Mr. C.J. Weir,
The Associated Examining Board,
Wellington House,
Aldershot,
Hampshire GU11 1BQ.

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FIRST YEAR UNDERGRADUATE/POST-GRADUATE
STUDY SKILLS QUESTIONNAIRE - STUDENTS

This questionnaire is aimed at discovering where students from overseas are likely to face language difficulties during various academic courses of study in this country. On the basis of the completed questionnaires, we hope to be able to pinpoint particular areas of language difficulty. Your co-operation in completing the questionnaire is greatly appreciated.

COURSE:

COUNTRY:

MOTHER TONGUE:

QUALIFICATIONS IN ENGLISH:

CHECKLIST OF ENGLISH LANGUAGE SKILLS USED IN YOUR COURSE
PLEASE UNDERLINE YOUR ANSWERS E.G. YES/NO
(WHERE APPROPRIATE)

SECTION A. English Language Problems on Course

1. Please rank the following skills in the order of difficulty you find in performing them.

Understanding lectures

Asking questions about your subject

Answering questions about your subject

Making notes from lectures

Making notes from books

Understanding what you read in books on your subject

Writing in English

Discussing problems connected with your subject in English

PLEASE
LEAVE
BLANK

SECTION B. Listening to and Understanding Spoken English

1. Do you consider lectures important?

NEVER/SOMETIMES/OFTEN

2. How many lectures do you attend each week?

3. How many students are there in your lecture group?

10/10-20/20-30/30-50/50-100/100-150/150+

4. Do you have lectures with

other English students only?

a mixture of English and foreign students?

foreign students only?

5. Do you have difficulty understanding

all lectures?

most lectures?

a lot, with some more than others?

a little, with some more than others?

6. Which of the following cause difficulty in lectures?

The lecturer doesn't speak loudly and clearly

The lecturer speaks too quickly

The lecturer speaks too quickly and not loudly enough

The lecturer uses a lot of words I don't understand
and therefore I cannot understand him

The lecturer uses some words I don't understand

7. Do you make notes during lectures?

NEVER/SOMETIMES/OFTEN

8. Do you find it difficult to make notes during lectures?

NEVER/SOMETIMES/OFTEN

If so, please explain what you find difficult.

PLEASE
LEAVE
BLANK

9. During lectures, do you find any difficulties other than making notes?
Give examples.

10. How often are you given spoken instructions during the following activities in your course?

- | | |
|----------------------------|-----------------------|
| (a) Lectures | NEVER/SOMETIMES/OFTEN |
| (b) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |
| (c) Laboratory practicals | NEVER/SOMETIMES/OFTEN |

Do you find any difficulty in understanding these? NEVER/SOMETIMES/OFTEN

11. How often are you given informal explanations of course material in:

- | | |
|----------------------------|-----------------------|
| (a) tutorials and seminars | NEVER/SOMETIMES/OFTEN |
| (b) laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (c) lectures | NEVER/SOMETIMES/OFTEN |

Do you find difficulty in coping with this? NEVER/SOMETIMES/OFTEN

Could you give some examples?

SECTION C. Reading and Summarising Written Material

1. How often are you required to read and follow written instructions during any of the following activities in your course?

- | | |
|----------------------------|-----------------------|
| (a) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |
| (b) Laboratory practicals | NEVER/SOMETIMES/OFTEN |

2. Do you have difficulty reading and following written instructions?

- | | |
|----------------------------|-----------------------|
| (a) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |
| (b) Laboratory practicals | NEVER/SOMETIMES/OFTEN |

3. How often are you given written summaries of lectures?

NEVER/SOMETIMES/OFTEN

4. Do you make notes from textbooks?

NEVER/SOMETIMES/OFTEN

PLEASE
LEAVE
BLANK

5. Do you find it difficult to make notes from textbooks?
NEVER/SOMETIMES/OFTEN
What do you find difficult?

6. Do you consider making notes from textbooks important?
NEVER/SOMETIMES/OFTEN
Why do you consider it important?

7. Do you find textbooks and professional papers you have to read
all difficult/most difficult/some difficult/none difficult

8. Why do you find particular textbooks difficult?
(a) Because of unfamiliarity with the subject matter
(b) Because of language difficulties, though familiar with the subject matter
(c) Because of language difficulties and unfamiliarity with the subject matter

9. In reading textbooks written in English, do you read
(a) as quickly as you would like?
(b) more slowly than you would like?
(c) much more slowly than you would like?

10. Without the help of a dictionary, can you understand
all/most/some/none/few
of the textbooks and professional papers you have to read?

PLEASE
LEAVE
BLANK

11. Listed below are some difficulties students experience in reading textbooks and professional journals. Underline those which apply.

Understanding them

Understanding chapters or paragraphs

Understanding some sentences

Understanding the meaning of some technical vocabulary

Understanding the meaning of some non-technical vocabulary

Understanding a few words only

SECTION D. Writing English

1. How often are you required to write reports or essays?

NEVER/SOMETIMES/OFTEN

-
2. How important do you consider writing reports or essays?

Not important Important Very important

-
3. Are you required to write any longer pieces of work such as projects, dissertations?

YES/NO

Please give details of length and number of such pieces of work in your course.

-
4. In writing essays and reports, do you have

- (a) a great deal of difficulty in expressing ideas in written English?
- (b) some difficulty in expressing ideas in written English?
- (c) a little difficulty in expressing ideas in written English?
- (d) no difficulty in expressing ideas in written English?

-
5. Which of the following do you have difficulty with? Underline those which apply.

- (a) Forming paragraphs in essays and reports?
- (b) Spelling?
- (c) Punctuation?
- (d) Writing correct grammatical sentences without too many mistakes?
- (e) Finding the exact words to express your ideas?
- (f) Presenting ideas in a logical progression?

PLEASE
LEAVE
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6. Do you write English
as quickly as you would like?
more slowly than you would like?
much more slowly than you would like?

7. (a) Are you required to take a written examination at the end of the year?
YES/NO
(b) Are you required to take any other written examinations during the year?

8. Are you required to write any essays in examinations?
YES/NO

9. Do you find difficulty in writing answers to questions in examinations?
YES/NO

10. Is this because you have difficulty in understanding the question?
YES/NO

11. Are you required to answer multiple choice questions in examinations?
YES/NO

SECTION E. Speaking English

1. How often are you required to give oral reports or short talks on your course?
NEVER/SOMETIMES/OFTEN
Give details of topics.

PLEASE
LEAVE
BLANK

2. How often are you required to take part in organised group discussions in:

- | | |
|----------------------------|-----------------------|
| (a) lectures | NEVER/SOMETIMES/OFTEN |
| (b) laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (c) tutorials and seminars | NEVER/SOMETIMES/OFTEN |

3. How often are you required to read aloud from written texts or notes in:

- | | |
|----------------------------|-----------------------|
| (a) laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (b) tutorials and seminars | NEVER/SOMETIMES/OFTEN |

Gave details of topics.

4. How often do you

(a) ask questions in:

- | | |
|------------------------|-----------------------|
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |
| tutorials and seminars | NEVER/SOMETIMES/OFTEN |

(b) answer questions in:

- | | |
|------------------------|-----------------------|
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |
| tutorials and seminars | NEVER/SOMETIMES/OFTEN |

5. Which of the following speaking tasks do you find difficult?

1. Giving oral reports or short talks

YES/NO

2. Taking part in group discussions

YES/NO

3. Asking and answering questions during your course

YES/NO

Staff Pilot Questionnaire - Advanced Level

PLEASE RETURN TO:

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The Associated Examining Board,
Wellington House,
Aldershot,
Hampshire GU11 1BQ.

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FIRST YEAR 'ADVANCED LEVEL'
STUDY SKILLS QUESTIONNAIRE - STAFF

NAME:

INSTITUTE:

TITLE OF 'A' LEVEL

CHECKLIST OF ENGLISH LANGUAGE SKILLS USED IN THIS COURSE

PLEASE UNDERLINE YOUR ANSWERS, E.G. NEVER/SOMETIMES/OFTEN
(WHERE APPROPRIATE)

SECTION A. English Language Problems of Students on Course

1. What are the main English language problems which students experience in coursework?

	<u>British Students</u>	<u>Overseas Students</u>
1. Poor written expression		
2. Poor spelling		
3. Weak grammar		
4. Weak punctuation		
5. Poor spoken expression		
6. Poor reading ability		
7. Difficulty in making notes		
8. Difficulty in understanding spoken English		

2. Please rank these language problems to reflect their relative difficulty for the students on this course.

	<u>British Students</u>	<u>Overseas Students</u>
Poor written expression		
Poor spelling		
Weak grammar		
Weak punctuation		
Poor spoken expression		
Poor reading ability		
Difficulty in making notes		
Difficulty in understanding spoken English		

PLEASE
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3. What weight do you attach to the following when assessing written work?

	<u>Unimportant</u>	<u>Important</u>
1. Correct grammar		
2. Spelling		
3. Punctuation		
4. Clarity of expression		
5. Content		
6. Handwriting		
7. Organisation of ideas		
8. Appropriate technical vocabulary		
9. Tidiness		

4. Could you number these in order of importance?

Correct grammar
Spelling
Punctuation
Clarity of expression
Content
Handwriting
Organisation of ideas
Appropriate technical vocabulary
Tidiness

5. Do you expect the same standards of written work from foreign students as from British students?

YES/NO

If no, what allowances do you make?

6. Do students on this course memorize and/or copy word for word from textbooks, handouts, etc., in preparing work to be presented in a written or an oral form?

YES/NO

7. Do you find this acceptable?

YES/NO

PLEASE
LEAVE
BLANK

SECTION B. Listening to and Understanding Spoken English

1. How often are students required to carry out spoken instructions during the following activities, in the first year of the course mentioned above.

(a) Lectures NEVER/SOMETIMES/OFTEN
(b) Laboratory practicals NEVER/SOMETIMES/OFTEN

2. How often are students given informal explanations of course material in.

(a) lectures NEVER/SOMETIMES/OFTEN
(b) laboratory practicals NEVER/SOMETIMES/OFTEN

3. (a) Do students make notes during lectures?

NEVER/SOMETIMES/OFTEN

- (b) Do you provide handouts for lectures?

NEVER/SOMETIMES/OFTEN

If so, when and for what reasons? e.g. Before or after the lecture?

4. Do you consider the lectures which these first year students receive to be important?

YES/NO

If so, why?

5. How many lectures are your students required to attend each week in the first year of this course?

FULL E
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SECTION C. Reading and Summarising Written Material

1. How often do students have to read and carry out written instructions in
laboratory practicals NEVER/SOMETIMES/OFTEN

2. Do overseas students on this course find difficulty in reading and carrying out written instructions?
YES/NO
Could you specify difficulties your students have encountered.

3. How often are students given written summaries of lectures?
NEVER/SOMETIMES/OFTEN

4. Do you consider making notes from textbooks important for these students?
YES/NO
If yes, can you explain why? If no, why not?

SECTION D Writing Ability

1. How often are these students required to write reports or essays?
NEVER/SOMETIMES/OFTEN

2. How important is writing reports or essays?
Not important Important Very important

PLEASE
LEAVE
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3. Do you require any longer pieces of written work from the students?

NEVER/SOMETIMES/OFTEN

Please give details of length and frequency.

4. Approximately what percentage of overseas students on this course find difficulty in writing English?

5. (a) Are students required to take a written examination at the end of the year?

YES/NO

- (b) Give details of any other written examinations during the year.

6. In what subjects are students on this course examined?

7. Are students required to write any essays in the examinations they take in this course?

YES/NO

8. Do students find difficulty in writing answers to examination essays?

YES/NO

If yes, what do they find difficult?

PLEASE
LEAVE
BLANK

9. Are students required to answer multiple choice questions in examinations?

YES/NO

10. Please give details of any continuous assessment procedures used in assessing coursework and their comparative weighting *vis-a-vis* written examinations.

SECTION E. Speaking Ability

1. How often do students give oral reports or short talks during course-work?

NEVER/SOMETIMES/OFTEN

Give details of topics:

2. How often do students take part in organised discussions?

(a) Lectures NEVER/SOMETIMES/OFTEN
(b) Laboratory practicals NEVER/SOMETIMES/OFTEN

3. How often do students work with each other, using English as a means of communication, in:

Laboratory practicals NEVER/SOMETIMES/OFTEN

4. How often do students

(a) ask questions in:
lectures NEVER/SOMETIMES/OFTEN
laboratory practicals NEVER/SOMETIMES/OFTEN

PLEASE
LEAVE
BLANK

(b) answer questions in:

lectures

NEVER/SOMETIMES/OFTEN

laboratory practicals

NEVER/SOMETIMES/OFTEN

5. Approximately what percentage of overseas students on this course find difficulty in carrying out the following speaking tasks?

1. Giving oral reports or short talks

2. Taking part in group discussions

3. Asking and answering questions during coursework

4. Working with a partner through English

.

Staff Pilot Questionnaire - First Year Undergraduate

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Aldershot,
Hampshire GU11 1BQ.

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LEAVE
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FIRST YEAR UNDERGRADUATE
STUDY SKILLS QUESTIONNAIRE - STAFF

NAME:

INSTITUTE:

TITLE OF DEGREE COURSE.

CHECKLIST OF ENGLISH LANGUAGE SKILLS USED IN THIS COURSE
PLEASE UNDERLINE YOUR ANSWERS, E G. NEVER/SOMETIMES/OFTEN
(WHERE APPROPRIATE)

SECTION A. English Language Problems of Students on Course

1. What are the main English language problems which students experience in coursework?

	<u>British Students</u>	<u>Overseas Students</u>
1. Poor written expression		
2. Poor spelling		
3. Weak grammar		
4. Weak punctuation		
5. Poor spoken expression		
6. Poor reading ability		
7. Difficulty in making notes		
8. Difficulty in understanding spoken English		

2. Please rank these language problems to reflect their relative difficulty for the students on this course.

	<u>British Students</u>	<u>Overseas Students</u>
Poor written expression		
Poor spelling		
Weak grammar		
Weak punctuation		
Poor spoken expression		
Poor reading ability		
Difficulty in making notes		
Difficulty in understanding spoken English		

PLEASE
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3. What weight do you attach to the following when assessing written work?

	<u>Unimportant</u>	<u>Important</u>
1. Correct grammar		
2. Spelling		
3. Punctuation		
4. Clarity of expression		
5. Content		
6. Handwriting		
7. Organisation of ideas		
8. Appropriate technical vocabulary		
9. Tidiness		

4. Could you number these in order of importance?

Correct grammar
Spelling
Punctuation
Clarity of expression
Content
Handwriting
Organisation of ideas
Appropriate technical vocabulary
Tidiness

5. Do you expect the same standards of written work from foreign students as from British students?

YES/NO

If no, what allowances do you make?

6. Do students on this course memorize and/or copy word for word from textbooks, handouts, etc., in preparing work to be presented in a written or an oral form?

YES/NO

7. Do you find this acceptable?

YES/NO

PLEASE
LEAVE
BLANK

SECTION B. Listening to and Understanding Spoken English

1. How often are students required to carry out spoken instructions during the following activities, in the first year of the degree course mentioned above.

(a) Lectures	NEVER/SOMETIMES/OFTEN
(b) Tutorials and seminars	NEVER/SOMETIMES/OFTEN
(c) Laboratory practicals	NEVER/SOMETIMES/OFTEN

2. How often are students given informal explanations of course material in.

(a) lectures	NEVER/SOMETIMES/OFTEN
(b) tutorials and seminars	NEVER/SOMETIMES/OFTEN
(c) laboratory practicals	NEVER/SOMETIMES/OFTEN

3. (a) Do students make notes during lectures?

NEVER/SOMETIMES/OFTEN

- (b) Do you provide handouts for lectures?

NEVER/SOMETIMES/OFTEN

If so, when and for what reasons? e.g. Before or after the lecture?

4. Do you consider the lectures which these first year students receive to be important?

YES/NO

If so, why?

5. How many lectures are your students required to attend each week in the first year of this degree course?

PLEASE
LEAVE
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SECTION C. Reading and Summarising Written Material

1. How often do students have to read and carry out written instructions during any of the following activities in this course?

(a) Tutorials and seminars NEVER/SOMETIMES/OFTEN

(b) Laboratory practicals NEVER/SOMETIMES/OFTEN

2. Do overseas students on this course find difficulty in reading and carrying out written instructions?

YES/NO

Could you specify difficulties your students have encountered.

3. How often are students given written summaries of lectures?

NEVER/SOMETIMES/OFTEN

4. Do you consider making notes from textbooks important for these students?

YES/NO

If yes, can you explain why? If no, why not?

SECTION D Writing Ability

1. How often are these students required to write reports or essays?

NEVER/SOMETIMES/OFTEN

2. How important is writing reports or essays?

Not important Important Very important

PLEASE
LEAVE
BLANK

3. Do you require any longer pieces of written work from the students?

NEVER/SOMETIMES/OFTEN

Please give details of length and frequency.

4. Approximately what percentage of overseas students on this course find difficulty in writing English?

5. (a) Are students required to take a written examination at the end of the year?

YES/NO

(b) Give details of any other written examinations during the year.

6. In what subjects are students on this course examined?

7. Are students required to write any essays in the examinations they take in this course?

YES/NO

8. Do students find difficulty in writing answers to examination essays?

YES/NO

If yes, what do they find difficult?

PLEASE
LEAVE
BLANK

9. Are students required to answer multiple choice questions in examinations?

YES/NO

10. Please give details of any continuous assessment procedures used in assessing coursework and their comparative weighting *vis-a-vis* written examinations.

SECTION E. Speaking Ability

1. How often do students give oral reports or short talks during course-work?

NEVER/SOMETIMES/OFTEN

Give details of topics:

2. How often do students take part in organised discussions?

- | | |
|----------------------------|-----------------------|
| (a) Lectures | NEVER/SOMETIMES/OFTEN |
| (b) Laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (c) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |

3. How often do students work with each other, using English as a means of communication?

- | | |
|----------------------------|-----------------------|
| (a) Laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (b) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |

4. How often do students

- | | |
|------------------------------|-----------------------|
| (a) <u>ask</u> questions in: | |
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |
| tutorials and seminars | NEVER/SOMETIMES/OFTEN |

PLEASE
LEAVE
BLANK

(b) answer questions in:

lectures	NEVER/SOMETIMES/OFTEN
laboratory practicals	NEVER/SOMETIMES/OFTEN
tutorials and seminars	NEVER/SOMETIMES/OFTEN

5. Approximately what percentage of overseas students on this course find difficulty in carrying out the following speaking tasks?

- | | |
|-----------------------------------------------------|----------------------|
| 1. Giving oral reports or short talks | <input type="text"/> |
| 2. Taking part in group discussions | <input type="text"/> |
| 3. Asking and answering questions during coursework | <input type="text"/> |
| 4. Working with a partner through English | <input type="text"/> |

Staff Pilot Questionnaire - One Year Post-graduate Courses

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ONE YEAR POSTGRADUATE COURSES
STUDY SKILLS QUESTIONNAIRE - STAFF

NAME:

INSTITUTE:

TITLE OF DEGREE COURSE:

CHECKLIST OF ENGLISH LANGUAGE SKILLS USED IN THIS COURSE

PLEASE UNDERLINE YOUR ANSWERS, E.G. NEVER/SOMETIMES/OFTEN
(WHERE APPROPRIATE)

SECTION A. English Language Problems of Students on Course

1. What are the main English language problems which students experience in coursework?

	<u>British Students</u>	<u>Overseas Students</u>
1. Poor written expression		
2. Poor spelling		
3. Weak grammar		
4. Weak punctuation		
5. Poor spoken expression		
6. Poor reading ability		
7. Difficulty in making notes		
8. Difficulty in understanding spoken English		

2. Please rank these language problems to reflect their relative difficulty for the students on this course.

	<u>British Students</u>	<u>Overseas Students</u>
Poor written expression		
Poor spelling		
Weak grammar		
Weak punctuation		
Poor spoken expression		
Poor reading ability		
Difficulty in making notes		
Difficulty in understanding spoken English		

PLEASE
LEAVE
BLANK

3. What weight do you attach to the following when assessing written work?

	<u>Unimportant</u>	<u>Important</u>
1. Correct grammar		
2. Spelling		
3. Punctuation		
4. Clarity of expression		
5. Content		
6. Handwriting		
7. Organisation of ideas		
8. Appropriate technical vocabulary		
9. Tidiness		

4. Could you number these in order of importance?

Correct grammar
Spelling
Punctuation
Clarity of expression
Content
Handwriting
Organisation of ideas
Appropriate technical vocabulary
Tidiness

5. Do you expect the same standards of written work from foreign students as from British students?

YES/NO

If no, what allowances do you make?

6. Do students on this course memorize and/or copy word for word from textbooks, handouts, etc., in preparing work to be presented in a written or an oral form?

YES/NO

7. Do you find this acceptable?

YES/NO

PLEASE
LEAVE
BLANK

SECTION B. Listening to and Understanding Spoken English

1. How often are students required to carry out spoken instructions during the following activities.

(a) Lectures	NEVER/SOMETIMES/OFTEN
(b) Tutorials and seminars	NEVER/SOMETIMES/OFTEN
(c) Laboratory practicals	NEVER/SOMETIMES/OFTEN

2. How often are students given informal explanations of course material in:

(a) lectures	NEVER/SOMETIMES/OFTEN
(b) tutorials and seminars	NEVER/SOMETIMES/OFTEN
(c) laboratory practicals	NEVER/SOMETIMES/OFTEN

3. (a) Do students make notes during lectures?

NEVER/SOMETIMES/OFTEN

- (b) Do you provide handouts for lectures?

NEVER/SOMETIMES/OFTEN

If so, when and for what reasons? e.g. Before or after the lecture?

4. Do you consider the lectures which these students receive to be important?

YES/NO

If so, why?

5. How many lectures are the students required to attend each week?

PLEASE
LEAVE
BLANK

SECTION C. Reading and Summarising Written Material

1. How often do students have to read and carry out written instructions during any of the following activities in this course?

(a) Tutorials and seminars NEVER/SOMETIMES/OFTEN

(b) Laboratory practicals NEVER/SOMETIMES/OFTEN

2. Do overseas students on this course find difficulty in reading and carrying out written instructions?

YES/NO

Could you specify difficulties your students have encountered.

3. How often are students given written summaries of lectures?

NEVER/SOMETIMES/OFTEN

4. Do you consider making notes from textbooks important for these students?

YES/NO

If yes, can you explain why? If no, why not?

SECTION D. Writing Ability

1. How often are these students required to write reports or essays?

NEVER/SOMETIMES/OFTEN

2. How important is writing reports or essays?

Not important Important Very important

PLEASE
LEAVE
BLANK

3. Do you require any longer pieces of written work from the students?

NEVER/SOMETIMES/OFTEN

Please give details of length and frequency.

4. Approximately what percentage of overseas students on this course find difficulty in writing English?

5. (a) Are students required to take a written examination at the end of the year?

YES/NO

- (b) Give details of any other written examinations during the year.

6. In what subjects are students on this course examined?

7. Are students required to write any essays in the examinations they take in this course?

YES/NO

8. Do students find difficulty in writing answers to examination essays?

YES/NO

If yes, what do they find difficult?

PLEASE
LEAVE
BLANK

9. Are students required to answer multiple choice questions in examinations?

YES/NO

10. Please give details of any continuous assessment procedures used in assessing coursework and their comparative weighting ~~vis-à-vis~~ written examinations.

SECTION E. Speaking Ability

1. How often do students give oral reports or short talks during course-work?

NEVER/SOMETIMES/OFTEN

Give details of topics:

2. How often do students take part in organised discussions?

- | | |
|----------------------------|-----------------------|
| (a) Lectures | NEVER/SOMETIMES/OFTEN |
| (b) Laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (c) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |

3. How often do students work with each other, using English as a means of communication?

- | | |
|----------------------------|-----------------------|
| (a) Laboratory practicals | NEVER/SOMETIMES/OFTEN |
| (b) Tutorials and seminars | NEVER/SOMETIMES/OFTEN |

4. How often do students

- | | |
|------------------------------|-----------------------|
| (a) <u>ask</u> questions in: | |
| lectures | NEVER/SOMETIMES/OFTEN |
| laboratory practicals | NEVER/SOMETIMES/OFTEN |
| tutorials and seminars | NEVER/SOMETIMES/OFTEN |

PLEASE
LEAVE
BLANK

(b) answer questions in:

lectures	NEVER/SOMETIMES/OFTEN
laboratory practicals	NEVER/SOMETIMES/OFTEN
tutorials and seminars	NEVER/SOMETIMES/OFTEN

5. Approximately what percentage of overseas students on this course find difficulty in carrying out the following speaking tasks?

- | | |
|-----------------------------------------------------|----------------------|
| 1. Giving oral reports or short talks | <input type="text"/> |
| 2. Taking part in group discussions | <input type="text"/> |
| 3. Asking and answering questions during coursework | <input type="text"/> |
| 4. Working with a partner through English | <input type="text"/> |

Students' Final Questionnaire - Advanced Level

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

A company limited by guarantee Registered in England No 792094

Registered Office Wellington House, Aldershot, Hampshire GU11 1BQ

Telephone ALDERSHOT 25551 *Telegrams* AEBOARD ALDERSHOT HANTS

Dear Student,

I am carrying out a research project for The Associated Examining Board into the language needs of students following various courses of study at universities, schools and colleges in the United Kingdom.

I am interested in discovering where both native and non-native speakers of English have experienced language difficulties during their academic courses. From your answers I hope to get information which will be useful in producing more satisfactory English language tests for overseas students coming to study in the United Kingdom. Information on how students perform in these tests will be of use to universities and colleges in designing English language courses for students who need help in particular language skill areas, e.g. listening to lectures or academic writing.

I hope that better testing methods will help reduce academic language problems and make studying in this country easier for overseas students in the future.

I would be grateful if you could complete the questionnaire as accurately as possible and then return it to me in the envelope provided. No name is required on the questionnaire. Your replies will be treated in the strictest confidence and your questionnaire will not be seen by any of the teaching staff on your programme. Please answer all questions and if you do not understand a particular question please get help from a friend or fellow student. Many thanks for your contribution.

Yours sincerely,

Cyril Weir

STUDENT QUESTIONNAIRE

In this questionnaire, you will find reference to different kinds of classes. To help you in answering it, a short description of each type of class is given below.

- a) Non-Practical Class. This period is mainly occupied with talk by the teacher, and students listen and usually take notes. Students may ask as well as answer questions and there may be some discussion. The teacher may go through written work or questions prepared by student(s). The students may work through problems set by the teacher.
- b) Practical Class. In this, students do exercises under the supervision of a teacher, which involve the handling of equipment, instruments, or specimens of some kind, e.g. scientific experiments.

Several questions are asked about what you do *SPECIFICALLY* in non-practical and practical classes. You may not have any practical classes in the 'A' level subjects you are taking. If you have no practical classes, please tick ☒ the 'Not applicable' box whenever a question is asked about them, thus

	Never	Sometimes	Often	Not applicable
(b) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please answer every other question on the basis of what happens *IN ALL THE 'A' LEVEL CLASSES* you are taking.

START HERE

- 1) Please indicate (where applicable) how many hours a week you attend.

- (a) non-practical classes
- (b) practical classes

Number of
hours

<input type="checkbox"/>
<input type="checkbox"/>

- 2) 'A' Level subjects you are taking

- 3) Country of Origin:

- 4) First Language:

Section A. LISTENING TO AND UNDERSTANDING SPOKEN ENGLISH

A1. How often do your teachers give you instructions to look at certain things, e.g. books, notes, diagrams or scientific and other equipment, in order to get further information to make facts or principles clearer or to help solve problems, etc., during?

	Please tick			Not
	Never	Sometimes	Often	applicable
a) non-practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2. How often do your teachers provide you with duplicated notes, e.g. photocopies, printed notes, etc., in each of the following?

	Please tick			Not
	Never	Sometimes	Often	applicable
a) non-practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A3. How often do you take notes in your classes by each of the following methods:

	Please tick		
	Never	Sometimes	Often
1) copying diagrams, charts, graphs, written notes, etc., from the blackboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) taking down notes dictated to you by the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) taking down the main points from what the teacher is saying at normal lecturing speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A4. Please indicate how much difficulty you have found in each of the following:

Please tick the appropriate box

	H	M	L	N
1. Understanding spoken description or narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understanding spoken instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understanding informal language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understanding the subject matter of the talk (i.e. understanding <u>what</u> is being talked about)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Any other general difficulties in understanding spoken English (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A5. Please indicate how much difficulty you have in understanding your teachers or other students when:

Please tick the appropriate box

	H	M	L	N
1. they talk very fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. they speak quietly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. their accents or pronunciation are different from what you are used to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. more than one person is speaking, as in group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. there are other problems which interfere with listening comprehension (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

A6. Please indicate how much difficulty you have in each of the following.

Please tick the appropriate box

1. Recognising individual words in what is being said
2. Recognising where sentences end and begin
3. Understanding completely what the speaker is saying and linking this to what he has said earlier

H	M	L	N

A7. Please indicate how much difficulty you have in each of the following aspects of note taking.

Please tick the appropriate box

1. Recognising what is important and worth noting
2. Being able to write down, quickly and clearly, all you want to
3. Thinking of and using suitable abbreviations
4. Organising the notes you take down, so that you can understand them when you read them later
5. Any other difficulties in note taking (please specify below)

H	M	L	N

H. a lot of difficulty
M. some difficulty
L: very little difficulty
N: no difficulty

Section B. READING AND SUMMARISING WRITTEN MATERIAL

B1. Please indicate how often you read for the following purposes:

- 1) Reading carefully for comprehension of all the information in each of the following

	Please tick		
	Never	Sometimes	Often
1.1 duplicated notes given to you by the teacher e.g. photocopies, printed notes, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 written questions done either in class or at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 laboratory worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 some textbooks: whole or part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 any other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Reading to get a general idea of the main information about a topic, e.g. general background reading, as follow up to lectures or in preparation for seminars, etc.	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
3) Search reading to get information specifically required for particular written assignments, e.g. for homework tasks, project work, etc.	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
4) Critical reading to establish and evaluate the author's position on a particular topic	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
5) Reading to check sources of new information such as articles in recent journals, new books, etc., to see how useful they are to your course of study	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
6) Reading quickly to find out how useful it would be to study a particular text more intensively	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
7) Any other type of reading (please specify below)	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>

B2. How often do you make notes from textbooks?

Please tick
Never Sometimes Often

☐ ☐ ☐

B3. Please indicate how much difficulty you have in each of the following (where applicable):

Please tick the appropriate box

	H	M	L	N
1. Reading carefully to understand all the information in a text				
2. Reading to get the main information from a text				
3. Search reading to get information specifically required for assignments				
4. Critical reading to establish and evaluate the author's position on a particular topic				
5. Reading quickly				
6. Making notes from textbooks				
7. Reading texts where the subject matter is very complicated				
8. Any other reading difficulties (please specify below)				

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

Section C.

WRITING ABILITY

C1. Please indicate how often you do each of the following.

1. Write short introductions to, or connecting sentences in, numerical calculations or mathematical arguments during:

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Write short connected answers to questions asking for a limited response (i.e. not more than a paragraph in length) in:

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Produce longer pieces of writing (i.e. continuous connected writing longer than a single paragraph) in

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Produce other types of written work (please specify below)

	Please tick		
	Never	Sometimes	Often
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2. Please indicate how much difficulty you have with each of the following in your written work:

Please tick the appropriate box

	H	M	L	N
1. Writing grammatically correct sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using a variety of grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using a wide and varied range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expressing what you want to say clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Arranging and developing your written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Tidiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Any other problems in written work (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

Section D.

SPEAKING ABILITY

- Please tick
- Never Sometimes Often
- D1. How often do you have to give oral reports or short talks in your classes? ☐ ☐ ☐
- D2. How often do you work together with other students using English as a means of communication during:
- Please tick
- Never Sometimes Often Not applicable
- a) non-practical classes? ☐ ☐ ☐ ☐
- b) practical classes? ☐ ☐ ☐ ☐
- D3. How often do you actively take part in discussions involving the class as a whole and the teacher during:
- Please tick
- Never Sometimes Often Not applicable
- a) non-practical classes? ☐ ☐ ☐ ☐
- b) practical classes? ☐ ☐ ☐ ☐
- D4. How often do you ask the teacher questions in:
- Please tick
- Never Sometimes Often Not applicable
- a) non-practical classes? ☐ ☐ ☐ ☐
- b) practical classes? ☐ ☐ ☐ ☐
- D5. How often does the teacher ask the class questions in:
- Please tick
- Never Sometimes Often Not applicable
- a) non-practical classes? ☐ ☐ ☐ ☐
- b) practical classes? ☐ ☐ ☐ ☐

D6. Please indicate how much difficulty you have because of language in each of the skills listed below:

Please tick the appropriate box

	H	M	L	N
1. Giving oral reports or short talks				
2. Asking teachers questions				
3. Asking other students questions				
4. Answering questions asked by teachers				
5. Answering questions asked by other students				
6. Working with other students using English to communicate				
7. Expressing your own opinions in discussions				
8. Explaining your opinions when they are not immediately understood in discussions				
9. Expressing counter-arguments to points raised by other students in discussions				
10. Expressing counter-arguments to points raised by teachers in discussions				
11. Any other general difficulties in spoken English (please specify below)				

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

D7. Please indicate how often you have the following problems:

	Please tick		
	Never	Sometimes	Often
1. Thinking out how to say what you want to say quickly enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Worrying about saying something in case you make a mistake in your English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Not knowing how to say something in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Not knowing the best way to say something in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Not knowing the subject well enough to answer questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Finding it hard to enter the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Any other problems (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Students' Final Questionnaire - Undergraduate/Post-graduate

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

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Registered Office Wellington House, Aldershot, Hampshire GU11 1BQ

Telephone ALDERSHOT 25551 Telegrams. AEBOARD ALDERSHOT HANTS

Dear Student,

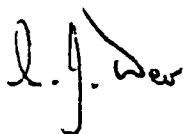
I am carrying out a research project for The Associated Examining Board into the language needs of students following various courses of study at universities, schools and colleges in the United Kingdom.

I am interested in discovering where both native and non-native speakers of English have experienced language difficulties during their academic courses. From your answers I hope to get information which will be useful in producing more satisfactory English language tests for overseas students coming to study in the United Kingdom. Information on how students perform in these tests will be of use to universities and colleges in designing English language courses for students who need help in particular language skill areas, e.g. listening to lectures or academic writing.

I hope that better testing methods will help reduce academic language problems and make studying in this country easier for overseas students in the future.

I would be grateful if you could complete the questionnaire as accurately as possible and then return it to me in the envelope provided. No name is required on the questionnaire. Your replies will be treated in the strictest confidence and your questionnaire will not be seen by any of the teaching staff on your programme. Please answer all questions and if you do not understand a particular question please get help from a friend or fellow student. Many thanks for your contribution.

Yours sincerely,



Cyril Weir

STUDENT QUESTIONNAIRE

In this questionnaire, you will find reference to different kinds of classes. To help you in answering it, a short description of each type of class is given below.

- a) Lecture. The teaching period is mostly occupied with continuous talk by the teacher. There may be some opportunity for questions during this type of class, but students mainly listen and take notes.
- b) Seminars and Tutorials. These differ from a lecture in giving much more opportunity for the participation of students, e.g. there may be reading and study of a paper by a student; discussion of topics after a short introduction by students or teacher; a teacher may go through written work or questions prepared by student(s); there may be discussion of any matters or problems on the initiative of students or teacher; the students may work through problems set by the teacher.
- c) Practical Class. In this, students do exercises under the supervision of a teacher, which involve the handling of equipment, instruments, or specimens of some kind, e.g. scientific experiments; learning to use calculating machines; drawing plans; using industrial machinery.

Several questions are asked about what you do *SPECIFICALLY* in lectures, seminars and tutorials, or practical classes. You may not have certain of these, e.g. you may not have any practical classes in your subject. If you do not have a particular type of class, please tick ☒ the 'Not applicable' box whenever a question is asked about it, thus

- | | Never | Sometimes | Often | Not applicable |
|-----------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| c) practical classes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Please answer every other question on the basis of what happens in *ALL* of the classes that you are taking.

START HERE

- 1) Please indicate (where applicable) how many hours a week you attend:

- (a) lectures
- (b) seminars and tutorials
- (c) practical classes

Number of hours
<input type="text"/>
<input type="text"/>
<input type="text"/>

- 2) Title of Degree Course
- 3 Department
- 4 Country of Origin
- 5 First Language

Section A. LISTENING TO AND UNDERSTANDING SPOKEN ENGLISH

- A1. How often do your teachers give you instructions to look at certain things, e.g. books, notes, diagrams or scientific and other equipment, in order to get further information, to make facts or principles clearer or to help solve problems, etc., during:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A2. How often do your teachers provide you with duplicated notes, e.g. photocopies, printed notes, etc., in each of the following.

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A3. How often do you take notes in your classes by each of the following methods:

	Please tick		
	Never	Sometimes	Often
1) copying diagrams, charts, graphs, written notes, etc., from the blackboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) taking down notes dictated to you by the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) taking down the main points from what the teacher is saying at normal lecturing speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A4. Please indicate how much difficulty you have found in each of the following:

Please tick the appropriate box

1. Understanding spoken description or narrative
2. Understanding spoken instructions
3. Understanding informal language
4. Understanding the subject matter of the talk
(i.e. understanding what is being talked about)
5. Any other general difficulties in understanding spoken English (please specify below)

H	M	L	N

A5. Please indicate how much difficulty you have in understanding your teachers or other students when:

Please tick the appropriate box

1. they talk very fast
2. they speak quietly
3. their accents or pronunciation are different from what you are used to
4. more than one person is speaking, as in group discussions
5. there are other problems which interfere with listening comprehension (please specify below)

H	M	L	N

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

A6. Please indicate how much difficulty you have in each of the following:

Please tick the appropriate box

1. Recognising individual words in what is being said
2. Recognising where sentences end and begin
3. Understanding completely what the speaker is saying and linking this to what he has said earlier

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A7. Please indicate how much difficulty you have in each of the following aspects of note taking:

Please tick the appropriate box

1. Recognising what is important and worth noting
2. Being able to write down, quickly and clearly, all you want to
3. Thinking of and using suitable abbreviations
4. Organising the notes you take down, so that you can understand them when you read them later
5. Any other difficulties in note taking (please specify below)

H	M	L	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

Section B. READING AND SUMMARISING WRITTEN MATERIAL

B1. Please indicate how often you read for the following purposes:

1) Reading carefully for comprehension of all the information in each of the following:

	Please tick		
	Never	Sometimes	Often
1.1 duplicated notes given to you by the teacher e.g. photocopies, printed notes, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 written questions done either in class or at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 laboratory worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 some textbooks: whole or part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 any other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Reading to get a general idea of the main information about a topic, e.g. general background reading, as follow up to lectures or in preparation for seminars, etc.	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
3) Search reading to get information specifically required for particular written assignments, e.g. for homework tasks, project work, etc.	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
4) Critical reading to establish and evaluate the author's position on a particular topic	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
5) Reading to check sources of new information such as articles in recent journals, new books, etc., to see how useful they are to your course of study	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
6) Reading quickly to find out how useful it would be to study a particular text more intensively	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>
7) Any other type of reading (please specify below)	Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>

B2. How often do you make notes from textbooks?

Please tick
Never Sometimes Often

☐ ☐ ☐

B3. Please indicate how much difficulty you have in each of the following (where applicable):

	Please tick the appropriate box			
	H	M	L	N
1. Reading carefully to understand all the information in a text				
2. Reading to get the main information from a text				
3. Search reading to get information specifically required for assignments				
4. Critical reading to establish and evaluate the author's position on a particular topic				
5. Reading quickly				
6. Making notes from textbooks				
7. Reading texts where the subject matter is very complicated				
8. Any other reading difficulties (please specify below)				

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

Section C.

WRITING ABILITY

C1. Please indicate how often you do each of the following:

1. Write short introductions to, or connecting sentences in, numerical calculations or mathematical arguments during:

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Write short connected answers to questions asking for a limited response (i.e. not more than a paragraph in length) in:

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Produce longer pieces of writing (i.e. continuous connected writing longer than a single paragraph) in:

	Please tick		
	Never	Sometimes	Often
a) Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Produce other types of written work (please specify below)

	Please tick		
	Never	Sometimes	Often
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2. Please indicate how much difficulty you have with each of the following in your written work:

Please tick the appropriate box

	H	M	L	N
1. Writing grammatically correct sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using a variety of grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using a wide and varied range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expressing what you want to say clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Arranging and developing your written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Tidiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Any other problems in written work (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

Section D.

SPEAKING ABILITY

D1. How often do you have to give oral reports or short talks during your course?

Please tick		
Never	Sometimes	Often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. How often do you work together with other students, using English as a means of communication during:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. How often do you actively take part in discussions involving the class as a whole and the teacher during:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D4. How often do you ask the teacher questions in:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D5. How often does the teacher ask the class questions in:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D6. Please indicate how much difficulty you have because of language in each of the skills listed below:

Please tick the appropriate box

	H	M	L	N
1. Giving oral reports or short talks				
2. Asking teachers questions				
3. Asking other students questions				
4. Answering questions asked by teachers				
5. Answering questions asked by other students				
6. Working with other students using English to communicate				
7. Expressing your own opinions in discussions				
8. Explaining your opinions when they are not immediately understood in discussions				
9. Expressing counter-arguments to points raised by other students in discussions				
10. Expressing counter-arguments to points raised by teachers in discussions				
11. Any other general difficulties in spoken English (please specify below)				

H: a lot of difficulty
M: some difficulty
L: very little difficulty
N: no difficulty

D7. Please indicate how often you have the following problems:

	Please tick		
	Never	Sometimes	Often
1. Thinking out how to say what you want to say quickly enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Worrying about saying something in case you make a mistake in your English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Not knowing how to say something in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Not knowing the best way to say something in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Not knowing the subject well enough to answer questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Finding it hard to enter the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Any other problems (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Staff Final Questionnaire - Advanced Level

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

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Registered Office Wellington House, Aldershot, Hampshire GU11 1BQ

Telephone ALDERSHOT 23551 *Telegrams* AEBOARD ALDERSHOT HANTS

ENGLISH FOR OVERSEAS STUDENTS PROJECT

Dear Colleague,

I am carrying out a research project for The Associated Examining Board into the academic language needs of students currently *in their first year* of various courses of study at universities, schools and colleges in the United Kingdom.

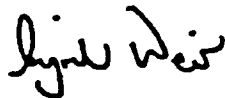
I am interested in discovering to what extent native or non-native speakers of English are experiencing language difficulties during their current course(s) of study. For the purposes of this questionnaire, would you please regard the description 'Overseas Students' as referring to those students for whom English is not the first language in their country of origin, i.e. they are non-native speakers of English.

From your answers I hope to get information which will help the Board to produce more satisfactory English language tests for overseas students aiming to study in the United Kingdom. A profile of how students perform in these tests should prove useful in the design of English language courses for those students who need help in particular language skill areas, e.g. listening to lectures or academic writing. In this way, I hope that better testing methods will reduce academic language problems and make studying in this country easier for overseas students in the future.

I would be grateful if you could complete the questionnaire and return it to me in the envelope provided.

Many thanks for your contribution.

Yours sincerely,



Cyril Weir

Enc.

ENGLISH FOR OVERSEAS STUDENTS PROJECT:

FIRST YEAR 'A' LEVEL

STAFF QUESTIONNAIRE

In this questionnaire you will find reference to different types of classes. To help you in answering it, a short description of each type of class we are investigating is given below.

a) Non-Practical Class

This period is mainly occupied with talk by the teacher, and students listen and usually take notes. Students may ask as well as answer questions and there may be some discussion. The teacher may go through written work or questions prepared by student(s). The students may work through problems set by the teacher.

b) Practical Class

In this, students do exercises under the supervision of a teacher, which involve the handling of equipment, instruments or specimens of some kind, e.g. scientific experiments, learning to use calculating machines, drawing plans.

In the questionnaire, several questions are asked about what happens in non-practical classes and practical classes. If you do not have any practical classes in the 'A' level programme you teach, please tick the 'Not applicable' box whenever a question is asked about them, thus

b) practical classes?

Never	Sometimes	Often	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

PLEASE ANSWER ALL QUESTIONS WITH REFERENCE ONLY TO THE CURRENT FIRST YEAR 'A' LEVEL STUDENTS TAUGHT BY YOU.

**FIRST YEAR 'A' LEVEL
STUDY SKILLS QUESTIONNAIRE (STAFF)**

1. Name
2. Institute
3. 'A' level subject(s) you are currently teaching to first year students.
4. How many contact hours do you have with this year's intake of students on the course(s) specified in (3) above

	Hours per week		
	1st term	2nd term	3rd term
Non-practical classes	<input type="text"/>	<input type="text"/>	<input type="text"/>
Practical classes	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Please describe briefly (where applicable) what you see as the purpose of the following types of class for this year's intake of 'A' level students.

a) non-practical classes

b) practical classes

STAFF QUESTIONNAIRE

Section A. LISTENING TO AND UNDERSTANDING SPOKEN ENGLISH

A1. How often do you instruct students to look at various sources of information such as books, handouts, diagrams and scientific or other equipment, for the purposes of acquiring or clarifying facts or principles, identifying or solving problems, testing hypotheses, etc., during:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) non-practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2. How often do you provide duplicated notes in each of the following:

	Please tick			Not
	Never	Sometimes	Often	applicable
a) non-practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A3. Please specify the frequency with which most of your students perform each of the following tasks:

	Please tick		
	Never	Sometimes	Often
1) copying diagrams, charts, graphs, written notes, etc., from the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) taking down notes which you dictate to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) extracting main points, examples etc., from discourse spoken at normal speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A4. Please tick the appropriate box to indicate the proportion of the students on the course(s) you teach to this year's intake, who seem to experience difficulty in each of the following:

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Understanding spoken description or narrative										
2. Understanding spoken instructions										
3. Understanding informal language										
4. Understanding the conceptual content of the subject as distinct from the language it is explained in										
5. Making notes										
6. Any other difficulties your students experience in listening comprehension (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

Section B. READING AND SUMMARISING WRITTEN MATERIAL

B1. Please indicate, by ticking the appropriate box, how often students on your course(s) are expected to perform the different reading tasks listed below:

- | | Please tick | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | Never | Sometimes | Often |
| 1) Reading carefully for comprehension of all the information in each of the following: | | | |
| 1.1 duplicated notes, e.g. lecture summaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 written questions, either in class or assigned for homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 laboratory worksheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 examination questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 textbooks: whole or part | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 any other (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 2) Reading to extract main information from a text in order to get a general idea of a topic, e.g. general background reading as a follow up to lectures or in preparation for seminars, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 3) Search reading to extract information specifically required for particular written assignments, e.g. for homework tasks, project work, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 4) Critical reading to establish and evaluate the author's position on a particular topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 5) Reading for purpose of monitoring sources of new information, e.g. recent articles, new books, etc., and assessing relevance to course of study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 6) Reading quickly to assess desirability of particular text for intensive study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 7) Any other type of reading (please specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section C.

WRITING ABILITY

C1. Please indicate, by ticking the appropriate box, how often students on your course(s) are expected to produce the types of written work listed below:

- 1) Writing short introductions or connecting sentences in numerical calculations or mathematical arguments during:

- a) Coursework
b) Examinations

Please tick
Never Sometimes Often

- 2) Writing short connected answers to questions demanding a restricted response, e.g. structured questions or short answer questions where the questions specifically define the limits and nature of the response required (i.e. not more than a paragraph in length) in:

- a) Coursework
b) Examinations

Never Sometimes Often

- 3) Producing extended writing (i.e. continuous connected writing greater in length than a single paragraph) in:

- a) Coursework
b) Examinations

Never Sometimes Often

- 4) Any other types of written work produced by students (please specify below)

Never Sometimes Often

--	--	--

C2. Please tick the appropriate box to indicate the proportion of the students in the course(s) you teach to this year's intake, whose written work displays these characteristic defects:

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Grammatical error										
2. Lack of variety in grammatical structures employed										
3. Use of inappropriate grammatical structures										
4. Use of inappropriate vocabulary										
5. Limited range of vocabulary										
6. Inadequate understanding of the subject										
7. Inability to express themselves clearly										
8. Poor arrangement and development of written work										
9. Poor spelling										
10. Poor punctuation										
11. Poor handwriting										
12. Untidiness										
13. Any other defects in written work (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

C3. What importance do you attach to the following when assessing written work?

		Please tick				
		H	M	L	N	
1.	Grammatical accuracy					1.
2.	Variety in grammatical structures employed					2.
3.	Appropriateness of grammatical structures employed					3.
4.	Appropriateness of vocabulary					4.
5.	Range of vocabulary					5.
6.	The subject content					6.
7.	Clarity of expression					7.
8.	Arrangement and development of written work					8.
9.	Spelling					9.
10.	Punctuation					10.
11.	Handwriting					11.
12.	Tidiness					12.
13.	Any other criterion (please specify below)					13.

H: high importance
M: medium importance
L: low importance
N: no importance

C4. Do you expect the same standards of written work from overseas students as from British students?

* If no, what allowances do you make?

Please tick	
Yes	No*
<input type="checkbox"/>	<input type="checkbox"/>

C5. Do these allowances you make vary, as between coursework and examinations?

* If yes, please specify in what way(s) they vary.

Please tick	
Yes*	No
<input type="checkbox"/>	<input type="checkbox"/>

Section D.

SPEAKING ABILITY

- D1. How often do students give oral reports or short talks during the first year in your course(s)?
- Please tick
Never Sometimes Often
- | | | |
|--|--|--|
| | | |
|--|--|--|
-
- D2. How often do students work together using English as a means of communication in:
- Please tick
Never Sometimes Often Not applicable
- a) non-practical classes?
- | | | | |
|--|--|--|--|
| | | | |
| | | | |
- b) practical classes?
-
- D3. How often do students actively take part in discussions involving you and the class as a whole during:
- Please tick
British Students Overseas Students Not applicable
- | | British Students | | | Overseas Students | | | Not applicable |
|---------------------------|------------------|-----------|-------|-------------------|-----------|-------|----------------|
| | Never | Sometimes | Often | Never | Sometimes | Often | |
| a) non-practical classes? | | | | | | | |
| b) practical classes? | | | | | | | |
-
- D4. How often do students ask you questions in:
- Please tick
British Students Overseas Students Not applicable
- | | British Students | | | Overseas Students | | | Not applicable |
|---------------------------|------------------|-----------|-------|-------------------|-----------|-------|----------------|
| | Never | Sometimes | Often | Never | Sometimes | Often | |
| a) non-practical classes? | | | | | | | |
| b) practical classes? | | | | | | | |
-
- D5. How often do you ask the class questions in:
- Please tick
Never Sometimes Often Not applicable
- a) non-practical classes?
- | | | | |
|--|--|--|--|
| | | | |
| | | | |
- b) practical classes?

- D6. Please tick the appropriate box to indicate the proportion of the students in the course(s) you teach to this year's intake, who seem to experience difficulty in each of the following:

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Giving oral reports or short talks										
2. Asking you questions										
3. Asking other students questions										
4. Answering your questions										
5. Answering questions asked by other students										
6. Working with other students using English to communicate										
7. Expressing their own opinions in discussions										
8. Explaining their opinions when they are not immediately understood in discussions										
9. Expressing counter-arguments to points raised by other students in discussions										
10. Expressing counter-arguments to points raised by you in discussions										
11. Any other problems in spoken English (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Staff Final Questionnaire - Undergraduate/Post-graduate

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

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ENGLISH FOR OVERSEAS STUDENTS PROJECT

Dear Colleague,

I am carrying out a research project for The Associated Examining Board into the academic language needs of students currently in their first year of various courses of study at universities, schools and colleges in the United Kingdom.

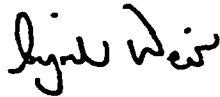
I am interested in discovering to what extent native or non-native speakers of English are experiencing language difficulties during their current course(s) of study. For the purposes of this questionnaire, would you please regard the description 'Overseas Students' as referring to those students for whom English is not the first language in their country of origin, i.e. they are non-native speakers of English.

From your answers I hope to get information which will help the Board to produce more satisfactory English language tests for overseas students aiming to study in the United Kingdom. A profile of how students perform in these tests should prove useful in the design of English language courses for those students who need help in particular language skill areas, e.g. listening to lectures or academic writing. In this way, I hope that better testing methods will reduce academic language problems and make studying in this country easier for overseas students in the future.

I would be grateful if you could complete the questionnaire and return it to me in the envelope provided.

Many thanks for your contribution.

Yours sincerely,



Cyril Weir

Enc.

ENGLISH FOR OVERSEAS STUDENTS PROJECT:

STAFF QUESTIONNAIRE

In this questionnaire, you will find reference to different types of classes. To help you in answering it, a short description of each of the types of class we are investigating is given below.

1. Lecture. The teaching period is mostly occupied with continuous talk by the teacher. There may be some opportunity for questions, but in the main all students have to do is listen and take notes.
2. Seminars and Tutorials. These differ from a lecture in giving much more opportunity for the participation of students, e.g. there may be reading and study of a paper by a student; discussion of topics introduced briefly by students or teacher; a teacher may go through essays or questions prepared by student(s); there may be discussion of any matters or problems on the initiative of students or teacher; the students may work through problems set by the teacher.
3. Practical Class. In this, students do exercises under the supervision of a teacher, which involve the handling of apparatus, instruments, or specimens of some kind, e.g. scientific experiments; learning to use calculating machines; drawing plans; using industrial machinery.

In the questionnaire, several questions are asked about lectures, seminars and tutorials, or practical classes. If you do not teach a particular type of class please tick the 'Not applicable' box whenever a question is asked about it, e.g.

	Never	Sometimes	Often	Not applicable
practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

PLEASE ANSWER ALL QUESTIONS WITH REFERENCE ONLY TO THE STUDENTS WHO ARE CURRENTLY IN THEIR FIRST YEAR OF STUDY ON COURSES TAUGHT BY YOU IN THE PROGRAMME SPECIFIED.

UNDERGRADUATE/POST-GRADUATE

STUDY SKILLS QUESTIONNAIRE (STAFF)

1. Name
2. Institute
3. Title of degree programme
4. Course(s) you teach on this programme
5. How many contact hours do you have with students on the degree programme specified in (3) above?

	Hours per week		
	1st term	2nd term	3rd term
Lectures			
Seminars/Tutorials			
Practical Classes			

6. Please describe briefly (where applicable) what you see as the purpose of the following teaching situations for this year's intake of students in the degree programme specified in (3) above

a) the lecture

b) seminar/tutorial sessions

c) practical classes

STAFF QUESTIONNAIRE

Section A. LISTENING TO AND UNDERSTANDING SPOKEN ENGLISH

A1. How often do you instruct students to look at various sources of information such as books, handouts, diagrams and scientific or other equipment, for the purposes of acquiring or clarifying facts or principles, identifying or solving problems, testing hypotheses, etc., during:

	Please tick			
	Never	Sometimes	Often	Not applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not applicable

A2. How often do you provide duplicated notes in each of the following:

	Please tick			
	Never	Sometimes	Often	Not applicable
a) lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
b) seminars and tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not
c) practical classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not applicable

A3. Please specify the frequency with which most of your students perform each of the following tasks:

	Please tick		
	Never	Sometimes	Often
(1) copying diagrams, charts, graphs, written notes, etc., from the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) taking down notes which you dictate to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) extracting main points, examples etc., from discourse spoken at normal speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A4. Please tick the appropriate box to indicate the proportion of the students on the course(s) you teach to this year's intake, who seem to experience difficulty in each of the following.

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Understanding spoken description or narrative										
2. Understanding spoken instructions										
3. Understanding informal language										
4. Understanding the conceptual content of the subject as distinct from the language it is explained in										
5. Making notes										
6. Any other difficulties your students experience in listening comprehension (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

Section B. READING AND SUMMARISING WRITTEN MATERIAL

B1. Please indicate, by ticking the appropriate box, how often students on your course(s) are expected to perform the different reading tasks listed below:

	Please tick		
	Never	Sometimes	Often
1) Reading carefully for comprehension of all the information in each of the following:			
1.1 duplicated notes, e.g. lecture summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 written questions, either in class or assigned for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 laboratory worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 textbooks: whole or part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 any other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Reading to extract main information from a text in order to get a general idea of a topic, e.g. general background reading as a follow up to lectures or in preparation for seminars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Search reading to extract information specifically required for particular written assignments, e.g. for homework tasks, project work, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Critical reading to establish and evaluate the author's position on a particular topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Reading for purpose of monitoring sources of new information, e.g. recent articles, new books, etc., and assessing relevance to course of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Reading quickly to assess desirability of particular text for intensive study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Any other type of reading (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C.

WRITING ABILITY

C1. Please indicate, by ticking the appropriate box, how often students on your course(s) are expected to produce the types of written work listed below:

- 1) Writing short introductions or connecting sentences in numerical calculations or mathematical arguments during:

- a) Coursework
b) Examinations

Please tick
Never Sometimes Often

- 2) Writing short connected answers to questions demanding a restricted response, e.g. structured questions or short answer questions where the questions specifically define the limits and nature of the response required (i.e. not more than a paragraph in length) in:

- a) Coursework
b) Examinations

Never Sometimes Often

- 3) Producing extended writing (i.e. continuous connected writing greater in length than a single paragraph) in:

- a) Coursework
b) Examinations

Never Sometimes Often

- 4) Any other types of written work produced by students (please specify below)

Never Sometimes Often

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- C2. Please tick the appropriate box to indicate the proportion of the students in the course(s) you teach to this year's intake, whose written work displays these characteristic defects:

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Grammatical error										
2. Lack of variety in grammatical structures employed										
3. Use of inappropriate grammatical structures										
4. Use of inappropriate vocabulary										
5. Limited range of vocabulary										
6. Inadequate understanding of the subject										
7. Inability to express themselves clearly										
8. Poor arrangement and development of written work										
9. Poor spelling										
10. Poor punctuation										
11. Poor handwriting										
12. Untidiness										
13. Any other defects in written work (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

C3. What importance do you attach to the following when assessing written work?

	Please tick				
	H	M	L	N	
1. Grammatical accuracy					1.
2. Variety in grammatical structures employed					2.
3. Appropriateness of grammatical structures employed					3.
4. Appropriateness of vocabulary					4.
5. Range of vocabulary					5.
6. The subject content					6.
7. Clarity of expression					7.
8. Arrangement and development of written work					8.
9. Spelling					9.
10. Punctuation					10.
11. Handwriting					11.
12. Tidiness					12.
13. Any other criterion (please specify below)					13.

H: high importance
M: medium importance
L: low importance
N: no importance

C4. Do you expect the same standards of written work from overseas students as from British students?

* If no, what allowances do you make?

Please tick

Yes	No*
<input type="checkbox"/>	<input type="checkbox"/>

C5. Do these allowances you make vary, as between coursework and examinations?

* If yes, please specify in what way(s) they vary.

Please tick

Yes*	No
<input type="checkbox"/>	<input type="checkbox"/>

Section D.

SPEAKING ABILITY

- D1. How often do students give oral reports or short talks during the first year in your course(s)?
- Please tick
- | Never | Sometimes | Often |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- D2. How often do students work together using English as a means of communication in:
- Please tick
- | Never | Sometimes | Often | Not applicable |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- a) lectures?
- b) tutorials and seminars?
- c) practical classes?
- D3. How often do students actively take part in discussions involving you and the class as a whole during:
- Please tick
- | British Students | | | Overseas Students | | | Not applicable |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never | Sometimes | Often | Never | Sometimes | Often | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- a) lectures?
- b) tutorials and seminars?
- c) practical classes?
- D4. How often do students ask you questions in:
- Please tick
- | British Students | | | Overseas Students | | | Not applicable |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never | Sometimes | Often | Never | Sometimes | Often | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- a) lectures?
- b) tutorials and seminars?
- c) practical classes?
- D5. How often do you ask the class questions in:
- Please tick
- | Never | Sometimes | Often | Not applicable |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- a) lectures?
- b) tutorials and seminars?
- c) practical classes?

- D6. Please tick the appropriate box to indicate the proportion of the students in the course(s) you teach to this year's intake, who seem to experience difficulty in each of the following:

	British Students					Overseas Students				
	H	M	L	N	DK	H	M	L	N	DK
1. Giving oral reports or short talks										
2. Asking you questions										
3. Asking other students questions										
4. Answering your questions										
5. Answering questions asked by other students										
6. Working with other students using English to communicate										
7. Expressing their own opinions in discussions										
8. Explaining their opinions when they are not immediately understood in discussions										
9. Expressing counter-arguments to points raised by other students in discussions										
10. Expressing counter-arguments to points raised by you in discussions										
11. Any other problems in spoken English (please specify below)										

H: a lot
M: some
L: very few
N: none
DK: don't know

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 3.3.2

Details of the Number of Returns to the
Pilot and Final Versions of Questionnaire

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Details of the Number of Returns to the
Pilot Version of Questionnaire

	STAFF		STUDENTS		
	<u>'A' level</u>	<u>University</u>	<u>'A' level</u>	<u>U/G</u>	<u>P/G</u>
<i>SCIENCE</i>					
Biology	9				
Mathematics	9				
Physics	8				
Chemistry	9				
TOTAL	35	16	89	3	10
<i>A.S.A.B.S</i>					
		13		1	10
<i>ENGINEERING</i>					
		7		9	4
<i>AGRICULTURE</i>					
		6			15
<i>EDUCATION</i>					
					2
TOTAL	35	42	89	13	41

Details of the Number of Returns to the
Final Versions of Questionnaire

Undergraduates and G.C.E. 'A' level

ENGINEERING

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Birmingham - B.Sc. Mechanical Engineering	5	5	5
Brunel - B.Sc. Building Technology	-	4	4
Cardiff - B.Sc. Civil and Structural Engineering	6	3	4
Cardiff - B.Sc. Electrical/Electronic Engineering	19	7	3
Cardiff - B.Sc. Mechanical Engineering	5	6	5
Dundee - B.Sc. Civil Engineering	7	10	1
Edinburgh - B.Sc. Civil Engineering	1	8	3
Essex - B.Sc. Electrical Engineering	18	8	4
Herriot-Watt - B.Sc. Mechanical Engineering	1	8	6
Leeds - B.Sc. Chemical Engineering	-	-	6
Leeds - B.Sc. Civil Engineering	24	4	6
Liverpool - B.Sc. Engineering	4	4	3
Loughborough - B.Sc. Electrical/Electronic Engineering	14	-	11
Loughborough - B.Sc. Systems Engineering	-	-	2
Newcastle-upon-Tyne - B.Sc. Mechanical Engineering	14	8	2
Nottingham - B.Sc. Civil Engineering	8	6	11
Sheffield - B.Sc. Engineering	3	2	1
Surrey - B.Sc. Electrical/Electronic Engineering	3	4	6
Southampton - B.Sc. Civil Engineering	6	6	5
Wales - B.Sc. Electrical/Electronic Engineering	-	7	3
TOTAL	138	100	91

POLYTECHNICS

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Hatfield - B.Sc. Civil Engineering	1	2	-
Hatfield - B.Sc. - Electrical Engineering	3	5	3
Hatfield - B.Sc. Industrial Engineering	2	7	2
Hatfield - B.Sc. Mechanical/Aeronautical Engineering	5	3	2
Lanchester - B.Sc. Engineering	6	5	6
Liverpool - B.Sc. Mechanical/Manufacturing Engineering	6	8	6
Norwich - H.M.D. Electrical/Electronic Engineering	-	3	3
Oxford - B.Sc. Engineering	4	8	9

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Preston - B.Sc. Mechanical Engineering	2	3	-
Teeside - B.Sc. Computer Technology	-	-	3
Teeside - B.Sc. Instrumentation and Systems Engineering	6	9	4
Wolverhampton - B.Sc. Mechanical Engineering	-	-	6
TOTAL	35	53	44

O/S: Overseas students

Br.: British students

SCIENCES

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Bradford - B.Sc. Mathematical Sciences	6	9	3
Essex - B.Sc. Physics	2	6	6
Liverpool - B.Sc. Mathematics	6	4	8
Loughborough - B.Sc. Mathematical Studies	4	7	3
Manchester - B.Sc. Mathematics	2	5	3
Newcastle-upon-Tyne - B.Sc. Mathematics	4	7	8
Nottingham - B.Sc. Physics	2	2	2
Surrey - B.Sc. Mathematics	2	5	3
Sussex - B.Sc. Biology	2	5	8
TOTAL	30	50	44

POLYTECHNICS

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Brighton - B.Sc. Combined Sciences	4	5	4
Teeside - B.Sc. Computer and Mathematical Sciences	2	-	-
N.E.Wales - B.Ed.Science	8	9	4
TOTAL	14	14	8

'A' LEVELS

<u>College</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Blackburn	2	6	3
Bolton	3	-	2
Matthew Boulton	17	10	11
Brighton	2	1	5
Brooklands	16	9	11
Colchester	5	5	8
Concord	36	-	2
Crawley	-	-	-
Dacorum	12	1	1
Darlington	2	7	2
Derby	16	9	9
Dewsbury and Batley	3	1	4

<u>College</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Dudley	5	6	10
Dunstable	19	8	4
Durham	12	6	3
East Ham	11	-	5
Filton	12	8	4
Grantham	4	5	4
Harrow	8	7	4
Hastings	12	1	-
Havering	24	5	5
Loughborough	26	4	9
Mid-Cornwall	6	2	4
Moston	18	-	5
Nene	6	2	2
Newcastle-upon-Tyne	7	8	8
Norfolk	16	10	1
Norwich	14	7	5
Oxford	18	8	5
Park Lane (Leeds)	13	5	4
Peterborough	4	10	6
Southampton	10	9	6
South London	13	3	9
South Thames	12	-	5
South Shields	3	5	5
Trensham	26	5	13
Walsall	11	4	2
Wellingborough	8	-	2
West Glamorgan	9	10	3
TOTAL	441	187	191

A.S.A.B.S.

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Birmingham - B.Com. Commerce	2	4	5
City - B.Sc. Social and Behavioural Science	4	4	16
Kent - B.Sc. Law	3	4	1
North Wales - B.A. Banking Insurance and Finance	-	-	-
Southampton - LL.B.	-	-	-
Reading - B.A. Social Science	1	7	-
TOTAL	10	19	22

POLYTECHNICS

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Bristol - B.A. Social Sciences	3	7	8
Ealing - B.A. Economics	9	-	1
Middlesex - B.A. Social Sciences	1	1	-
N.E.London - B.A. Business Studies	14	9	5
N.E.Wales - B.Ed. Educational Management	49	5	4
N.E.Wales - B.Ed. Humanities	53	1	1
N.Staffs. - B.A. Business Studies	-	-	4
N.Staffs. - B.A.Law	5	5	3
N.Staffs. - H.N.D. Business Studies	5	4	11
Portsmouth - B.A. Accounting	1	8	3
Portsmouth - H.N.D. Hotel and Catering	1	9	5
TOTAL	141	49	45

Post-graduate

ENGINEERING

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Brunel - M.Sc. Building Services	1	-	2
Cardiff - M.Sc. Civil and Structural Engineering	1	4	2
Essex - M.Sc. Telecommunication Systems	8	3	7
Leeds - M.Sc. Chemical Engineering	-	-	1
Leeds - M.Sc. Construction Engineering	4	-	3
Leeds - M.Sc. Transport Engineering and Planning	10	3	2
Loughborough - M.Sc. Digital Communications and Electronic Systems	3	-	1
Loughborough - M.Sc. Power Engineering	10	-	1
Newcastle-upon-Tyne - M.Sc. Mechanical Engineering	2	-	5
Surrey - M.Sc. Electrical/Electronic Engineering	2	4	1
Surrey - Ph.D. Electrical/Electronic Engineering	1	1	1
Southampton - M.Sc. Advanced Structural Engineering	3	4	5
Southampton - M.Sc. Irrigation Engineering	9	6	6
Soutyampton - M.Sc. Transport Planning	4	2	9
Strathclyde - M.Sc. Production Engineering	-	-	-
Strathclyde - M.Sc. Production Management and Manufacturing Technology	-	-	-
TOTAL	58	27	46

SCIENCES

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Birmingham - M.Sc. Analytical Chemistry	3	5	3
Birmingham - M.Sc. Conservation and Utilisation of Plant Genetic Resources	8	2	5
Brunel - M.Sc. Mathematics with Applications	-	1	1
Brunel - M.Sc. Non-Destructive Testing	3	3	2
Brunel - M.Sc. Numerical Analysis	6	1	3
Brunel - M.Sc. Solid State Physics	1	2	3
Dundee - Diploma in Mathematics	-	-	4
Dundee - Diploma in Statistics and Computer Science	2	-	5
Essex - M.Sc. Quantum Electronics	1	-	1
Loughborough - M.Sc. Mathematical Studies	2	-	-
Manchester - M.Sc. Mathematics (Method I)	3	2	4
Southampton - M.Sc. Oceanography	2	6	3
TOTAL	31	22	34

POLYTECHNICS

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Portsmouth - M.Sc. Microwave Solid State Physics	2	-	1
TOTAL	2	-	1

A.S.A.B.S.

UNIVERSITIES

<u>University</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Bath - M.Sc. Developmental Studies	7	-	2
Bath - M.Sc. Fiscal Studies	4	1	-
Bath - Diploma in Social Studies	-	-	-
City - Diploma in Legal Studies	1	2	2
Leicester - M.A. Economics Development	5	-	5
Manchester - Diploma in Accountancy	1	1	2
Manchester - Diploma in Advanced Studies in Development	-	-	3
Manchester - Diploma in Economics and Social Statistics.	4	-	3
Manchester - Diploma in the Methodology of Public Administration Training	6	-	1
Southampton - Diploma in Financial and Managerial Control	3	1	6
Southampton - M.Sc. Law	2	-	3
Reading - M.A. Contemporary European Studies	5	4	1
TOTAL	38	9	28

POLYTECHNICS

<u>Polytechnic</u>	<u>O/S</u>	<u>Br.</u>	<u>Staff</u>
Newcastle-upon-Tyne - Diploma in Management Studies	-	-	6
Newcastle-upon-Tyne - Diploma in Marketing	2	-	-
TOTAL	2	-	6

OVERALL TOTALS OF RETURNS TO QUESTIONNAIRE BY SUBJECT GROUPING AND LEVEL

STUDENTS												
OVERSEAS							BRITISH					
	No.						No.					
Eng. U	173						153					
Eng. P	58						27					
Sci. U	44						64					
Sci. P	33						22					
Sci. A	441						187					
S.Sci U	151						68					
S.Sci P	40						9					

STAFF												
No.												
135												
46												
52												
35												
191												
67												
34												

APPENDIX 3.4

Overall Percentages of the Returns to Questionnaires,
Concerning the Difficulties Encountered by Students
in Listening, Reading, Writing and Speaking,
Ranked in Order of Magnitude

THE PROBLEMS ENCOUNTERED BY OVERSEAS STUDENTS IN
LISTENING COMPREHENSION, RANKED IN ORDER OF THE
AMOUNT OF DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED
WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	1	2	A5/1	Teachers and other students talk very fast.	18.4	36.6	29.0	15.4
2	2	1	A5/3	Their accents or pronunciation are different from what they are used to.	14.0	38.7	32.3	13.9
3	3	4	A7/2	Writing down quickly and clearly all the notes they want to.	11.9	29.6	34.0	24.1
4	5	3	A5/4	More than one person is speaking as in group discussion.	10.0	31.1	36.9	20.7
5	4	5	A4/3	Understanding informal language.	10.1	28.5	33.2	26.6
6	7	6	A7/3	Thinking of and using suitable abbreviations.	7.0	26.9	38.0	27.7
7	11	7	A4/1	Understanding spoken description or narrative.	3.3	27.7	40.1	28.3
8	9	8	A6/1	Recognising individual words in what is being said.	5.1	25.7	40.3	28.5
9	6	12	A5/2	People speak quietly.	7.3	22.0	32.0	37.9
10	8	9	A7/1	Recognising what is important and worth noting.	5.9	22.1	39.7	31.8
11	13	10	A6/3	Understanding completely what the speaker is saying and linking this to what he has said earlier.	2.1	21.5	40.4	35.6
12	12	11	A4/2	Understanding spoken instructions.	2.2	18.9	40.7	37.4
13	10	14	A7/4	Organising the notes they take down so that they can understand them when they read them later.	3.4	14.8	38.1	42.7
14	15	13	A4/4	Understanding the subject matter of the talk.	1.5	16.6	40.3	39.9
15	14	15	A6/2	Recognising where sentences end and begin.	1.6	8.3	27.7	62.2

HM. ranked according to the combined totals for 'a lot of difficulty' and 'some difficulty' columns

H: ranked according to 'a lot of difficulty' column

N: ranked according to 'no difficulty' column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROBLEMS ENCOUNTERED BY BRITISH STUDENTS IN
LISTENING COMPREHENSION, RANKED IN ORDER OF THE
AMOUNT OF DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED
WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	1	1	A7/2	Writing down quickly and clearly all the notes they want to.	7.5	25.1	34.5	32.5
2	5	5	A5/2	People speak quietly.	3.4	23.6	32.5	40.3
3	2	2	A5/3	Their accents or pronunciation are different from what they are used to.	4.3	20.8	41.7	33.0
4	4	3	A7/1	Recognising what is important and worth noting.	3.6	18.6	42.8	34.9
5	3	7	A5/1	Teachers and other students talk very fast.	3.9	15.4	32.6	47.8
6	6	6	A7/4	Organising the notes they take down.	3.2	15.8	34.3	46.5
7	9	4	A4/4	Understanding the subject matter of the talk.	0.6	16.9	41.5	39.6
8	7	8	A5/4	More than one person is speaking as in group discussion.	2.1	12.6	32.8	52.0
9	8	8	A7/3	Thinking of and using suitable abbreviations.	1.5	10.7	35.3	52.0
10	10	10	A6/3	Understanding completely what the speaker is saying and linking this to what he has said earlier.	0.6	10.1	36.2	52.7
11	14	11	A4/1	Understanding spoken description or narrative.	0.0	4.7	26.3	68.5
12	12	13	A6/1	Recognising individual words in what is being said.	0.2	4.3	22.5	72.8
13	13	11	A4/2	Understanding spoken instructions.	0.2	1.9	28.9	68.5
13	11	15	A6/2	Recognising where sentences end and begin.	0.4	1.7	14.8	82.9
15	15	14	A4/3	Understanding informal language.	0.0	1.7	15.0	82.6

HM: ranked according to the combined totals for 'a lot of difficulty' and 'some difficulty' columns

H: ranked according to 'a lot of difficulty' column

N: ranked according to 'no difficulty' column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROPORTION OF STUDENTS CONSIDERED BY STAFF TO BE
EXPERIENCING DIFFICULTY IN VARIOUS CATEGORIES OF
LISTENING COMPREHENSION, RANKED IN ORDER OF MAGNITUDE.

Overseas Students										
HM	H	N	Qu			H %	M %	L %	N %	DK %
1	1	1	A4/4	Understanding the subject matter of the talk.		15.0	51.2	20.2	3.4	4.5
2	3	2	A4/1	Understanding spoken description or narrative.		10.6	42.6	28.4	9.5	3.0
3	2	3	A4/3	Understanding informal language.		14.8	37.7	25.9	9.8	4.8
4	5	5	A4/2	Understanding spoken instructions.		8.1	36.0	32.4	14.1	3.4
5	4	4	A4/5	Making notes.		8.9	31.3	27.0	12.5	13.1

British Students										
HM	H	N				H %	M %	L %	N %	DK %
1	1	1	A4/4	Understanding the subject matter of the talk.		6.1	48.7	23.3	10.7	4.3
2	2	2	A4/5	Making notes.		3.6	19.0	28.8	28.3	11.4
3	3	3	A4/1	Understanding spoken description or narrative.		1.3	10.0	33.8	45.3	2.7
4	4	4	A4/2	Understanding spoken instructions.		0.9	7.9	32.4	49.2	2.5
5	5	5	A4/3	Understanding informal language.		0.9	4.1	22.0	62.1	3.6

HM ranked according to the combined totals for 'a lot' and 'some' of the students columns

N- ranked according to 'a lot' of the students column

N: ranked according to 'none' of the students column

Qu: question number

H. 'a lot'

M. 'some'

L: 'very few'

N: 'none'

DK: 'don't know'

THE PROBLEMS ENCOUNTERED BY OVERSEAS STUDENTS IN
READING COMPREHENSION, RANKED IN ORDER OF THE AMOUNT
OF DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED WITH
EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	1	1	B3/7	Reading texts where the subject matter is very complicated.	25.1	42.8	23.6	5.4
2	3	2	B3/4	Critical reading to establish and evaluate the author's position on a particular topic.	14.1	41.2	24.5	12.1
3	2	4	B3/5	Reading quickly.	14.9	34.8	31.0	18.4
4	4	5	B3/3	Search reading to get information specifically required for assignments.	5.3	34.3	38.9	19.1
5	6	3	B3/1	Reading carefully to understand all the information in a text.	4.5	30.5	46.9	17.7
6	5	7	B3/6	Making notes from textbooks.	5.2	20.7	38.8	33.2
7	7	6	B3/2	Reading to get the main information from a text.	3.1	22.7	44.0	29.8

HM: ranked according to the combined
totals for 'a lot of difficulty'
and 'some difficulty' columns

H: ranked according to 'a lot of difficulty'
column

N: ranked according to 'no difficulty'
column

Qu: question number

H 'a lot of difficulty'

M. 'some difficulty'

L: 'very little difficulty'

N. 'no difficulty'

THE PROBLEMS ENCOUNTERED BY BRITISH STUDENTS IN
READING COMPREHENSION, RANKED IN ORDER OF THE AMOUNT
OF DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	1	1	B3/7	Reading texts where the subject matter is very complicated.	14.3	45.2	30.6	8.8
2	2	2	B3/4	Critical reading to establish and evaluate the author's position on a particular topic.	8.4	25.1	31.9	22.9
3	5	3	B3/1	Reading carefully to understand all the information in a text.	2.3	24.2	40.9	31.9
4	3	7	B3/5	Reading quickly.	6.6	16.9	28.0	47.8
5	4	4	B3/3	Search reading to get information specifically required for assignments.	2.4	18.9	43.5	33.6
6	6	6	B3/6	Making notes from textbooks.	2.1	11.1	36.6	46.5
7	7	5	B3/2	Reading to get the main information from a text.	0.6	10.9	42.2	45.4

HM: ranked according to the combined totals for 'a lot of difficulty' and 'some difficulty' columns

H: ranked according to 'a lot of difficulty' column

N: ranked according to 'no difficulty' column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROBLEMS ENCOUNTERED BY OVERSEAS STUDENTS IN
WRITTEN PRODUCTION, RANKED IN ORDER OF THE AMOUNT OF
DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	1	1	C2/5	Using a wide and varied range of vocabulary.	19.1	42.8	28.4	9.3
2	2	3	C2/2	Using a variety of grammatical structures.	10.3	36.9	36.1	16.2
3	3	2	C2/4	Using appropriate vocabulary.	9.1	37.3	38.7	14.3
4	5	5	C2/7	Expressing what you want to say clearly.	7.9	32.9	39.3	19.6
5	6	4	C2/3	Using appropriate grammatical structures.	6.7	33.7	41.9	17.3
6	8	6	C2/8	Arranging and developing written work.	5.2	30.6	42.2	21.5
7	4	8	C2/1	Writing grammatically correct sentences.	8.0	25.5	42.8	23.5
8	12	7	C2/6	The subject matter.	2.8	27.1	46.8	22.1
9	7	9	C2/9	Spelling.	6.3	18.0	42.8	32.4
10	9	10	C2/10	Punctuation.	4.5	16.9	45.1	32.8
11	10	11	C2/12	Tidiness.	4.0	12.8	34.6	46.9
12	11	12	C2/11	Handwriting.	3.6	10.6	32.9	52.4

HM. ranked according to the combined
totals for 'a lot of difficulty'
and 'some difficulty' columns

H. ranked according to 'a lot of difficulty'
column

N. ranked according to 'no difficulty'
column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROBLEMS ENCOUNTERED BY BRITISH STUDENTS IN
WRITTEN PRODUCTION, RANKED IN ORDER OF THE AMOUNT OF
DIFFICULTY THEY CLAIM TO HAVE EXPERIENCED WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	3	1	C2/7	Expressing what you want to say clearly.	4.5	21.8	42.0	31.1
2	1	6	C2/9	Spelling.	7.5	14.8	31.7	45.2
3	2	5	C2/12	Tidiness.	5.8	16.3	33.8	43.5
3	6	2	C2/8	Arranging and developing written work.	2.8	19.3	41.5	36.0
5	5	3	C2/5	Using a wide and varied range of vocabulary.	3.4	17.3	37.5	41.1
6	4	10	C2/11	Handwriting.	3.9	14.4	29.8	51.4
7	11	7	C2/2	Using a variety of grammatical structures.	0.9	15.6	36.6	46.0
8	8	8	C2/3	Using appropriate grammatical structures.	1.7	13.9	36.0	47.5
9	9	11	C2/1	Writing grammatically correct sentences.	1.5	11.3	34.0	52.7
10	7	12	C2/10	Punctuation.	2.4	10.1	32.3	54.8
11	10	9	C2/4	Using appropriate vocabulary.	1.3	10.7	37.1	49.7
12	12	4	C2/6	The subject matter.	0.8	10.3	46.3	41.8

HM: ranked according to the combined
totals for 'a lot of difficulty'
and 'some difficulty' columns

H: ranked according to 'a lot of difficulty'
column

N: ranked according to 'no difficulty'
column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROPORTION OF OVERSEAS STUDENTS WHOSE WRITTEN WORK
DISPLAYED CERTAIN DEFECTS ACCORDING TO STAFF, RANKED IN
ORDER OF MAGNITUDE.

HM	H	N	Qu		H %	M %	L %	N %	DK %
1	1	3	C2/1	Grammatical error.	41.7	33.6	8.9	1.4	4.8
2	2	2	C2/3	Use of inappropriate grammatical structures.	33.8	37.6	10.7	1.1	6.4
3	4	7	C2/7	Inability to express themselves clearly.	29.2	41.0	14.0	2.3	4.3
4	3	1	C2/2	Lack of variety in grammatical structures employed.	33.1	36.9	7.5	0.9	9.8
5	5	4	C2/5	Limited range of vocabulary.	28.3	38.6	14.0	1.8	7.3
6	9	5	C2/8	Poor arrangement and development of written work.	22.0	43.5	16.6	2.0	4.8
7	7	6	C2/4	Use of inappropriate vocabulary.	22.5	41.3	18.2	2.1	5.9
8	8	8	C2/9	Poor spelling.	22.4	39.7	20.8	2.5	4.8
9	11	9	C2/6	Inadequate understanding of the subject.	11.6	49.0	23.1	3.0	4.1
10	6	10	C2/10	Poor punctuation.	25.4	34.2	18.4	3.8	7.3
11	10	11	C2/11	Poor handwriting.	14.7	34.7	30.6	7.0	3.8
12	12	12	C2/12	Untidiness.	11.1	36.0	32.7	7.2	3.6

HM: ranked according to the combined
totals for 'a lot' and 'some' of the
students columns

H: ranked according to 'a lot' of the
students column

N: ranked according to 'none' of the
students column

Qu: question number

H: 'a lot'

M: 'some'

L: 'very few'

N: 'none'

DK: 'don't know'

THE PROPORTION OF BRITISH STUDENTS WHOSE WRITTEN WORK
DISPLAYED CERTAIN DEFECTS ACCORDING TO STAFF, RANKED IN
ORDER OF MAGNITUDE.

HM	H	N	Qu		H %	M %	L %	N %	DK %
1	2	2	C2/1	Grammatical error.	14.5	44.5	23.8	4.1	3.9
2	6	3	C2/8	Poor arrangement and development of written work.	10.7	44.5	25.0	5.0	3.6
3	4	1	C2/2	Lack of variety in grammatical structures employed.	12.9	39.4	22.5	3.9	5.8
4	5	7	C2/11	Poor handwriting.	10.9	40.8	29.7	6.8	2.9
5	8	4	C2/12	Untidiness.	8.6	42.8	30.1	6.1	2.9
6	3	5	C2/9	Poor spelling.	13.6	37.2	29.3	6.4	3.6
7	11	7	C2/6	Inadequate understanding of the subject.	5.9	44.5	29.7	6.8	3.0
8	7	10	C2/7	Inability to express themselves clearly.	9.5	39.2	29.7	9.5	2.7
9	1	6	C2/10	Poor punctuation.	15.2	31.5	29.9	6.6	5.9
10	10	9	C2/3	Use of inappropriate grammatical structures.	7.2	33.6	34.7	8.2	5.5
11	9	12	C2/5	Limited range of vocabulary.	7.5	29.3	34.2	11.6	6.3
12	12	11	C2/4	Use of inappropriate vocabulary.	4.3	26.3	42.6	11.3	4.8

HM. ranked according to the combined
totals for 'a lot' and 'some' of the
students columns

H: ranked according to 'a lot' of the
students column

N ranked according to 'none' of the
students column

Qu: question number

H: 'a lot'

M: 'some'

L: 'very few'

N: 'none'

DK: 'don't know'

THE IMPORTANCE STAFF ATTACH TO VARIOUS CRITERIA
IN ASSESSING WRITTEN WORK, RANKED IN ORDER OF
MAGNITUDE.

HM	H	N	Qu		H %	M %	L %	N %
1	1	2	C3/6	The subject content.	86.4	5.4	1.3	1.3
2	2	1	C3/7	Clarity of expression.	69.4	21.5	3.2	0.9
3	3	3	C3/8	Arrangement and development of written work.	47.9	34.2	9.5	2.9
4	4	4	C3/4	Appropriateness of vocabulary.	33.3	36.3	19.3	5.0
5	5	5	C3/12	Tidiness.	20.4	42.4	23.6	8.2
6	6	6	C3/1	Grammatical accuracy,	14.7	32.2	35.6	11.6
7	10	7	C3/11	Handwriting.	8.6	36.0	37.6	12.7
8	8	9	C3/3	Appropriateness of grammatical structures employed.	11.1	32.2	36.0	14.1
9	7	8	C3/9	Spelling.	13.1	29.2	38.5	14.0
10	9	10	C3/5	Range of vocabulary.	8.9	32.4	37.6	14.7
11	11	11	C3/10	Punctuation.	8.2	31.1	40.1	14.8
12	12	12	C3/2	Variety in grammatical structures employed.	3.8	18.4	47.2	24.5

HM. ranked according to the combined
totals for 'high importance' and
'medium importance' columns

H: ranked according to the 'high
importance' column

N: ranked according to the 'no importance'
column

Qu: question number

H. 'high importance'

M: 'medium importance'

L: 'low importance'

N: 'no importance'

THE PROBLEMS ENCOUNTERED BY OVERSEAS STUDENTS IN
SPOKEN ENGLISH, RANKED IN ORDER OF THE AMOUNT OF
DIFFICULTY THEY CLAIMED TO HAVE EXPERIENCED WITH EACH.

HM	H	N	Qu		H %	M %	L %	N %
1	2	3	D6/1	Giving oral reports or short talks.	12.0	38.3	30.2	17.8
2	1	1	D6/10	Expressing counter-arguments to points raised by teachers in discussions.	12.7	35.4	33.8	16.4
3	3	2	D6/8	Explaining your opinions when they are not immediately understood in discussions.	10.3	35.6	35.5	17.7
4	4	4	D6/9	Expressing counter-arguments to points raised by other students in discussions.	10.1	34.9	34.3	19.5
5	5	6	D6/7	Expressing your own opinions in discussions.	7.0	30.2	35.3	26.9
6	6	5	D6/4	Answering questions asked by teachers.	3.6	28.0	43.6	24.4
7	8	7	D6/2	Asking teachers questions.	3.0	19.0	44.9	33.1
8	9	8	D6/5	Answering questions asked by other students.	2.0	17.3	44.7	35.6
9	7	9	D6/6	Working with other students using English to communicate.	3.2	15.5	39.9	40.9
10	10	10	D6/3	Asking other students questions.	1.2	13.3	38.8	46.6

HM: ranked according to the combined
totals for 'a lot of difficulty'
and 'some difficulty' columns

H: ranked according to 'a lot of difficulty'
column

N: ranked according to 'no difficulty'
column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROBLEMS ENCOUNTERED BY BRITISH STUDENTS IN
SPOKEN ENGLISH, RANKED IN ORDER OF THE AMOUNT OF
DIFFICULTY THEY CLAIMED TO HAVE EXPERIENCED WITH EACH.

HM	H	M	Qu		H %	M %	L %	N %
1	1	2	D6/10	Expressing counter-arguments to points raised by teachers in discussions.	4.1	17.4	34.0	43.0
2	2	1	D6/8	Explaining your opinions when they are not immediately understood in discussions.	3.0	15.2	39.2	42.0
3	3	3	D6/9	Expressing counter-arguments to points raised by other students in discussions.	2.1	13.1	32.8	50.7
4	4	5	D6/1	Giving oral reports or short talks.	2.1	9.8	25.7	58.7
5	9	4	D6/4	Answering questions asked by teachers.	0.4	10.3	32.8	55.9
6	5	6	D6/7	Expressing your own opinions in discussions.	1.1	9.4	27.4	61.7
7	6	7	D6/5	Answering questions asked by other students.	0.6	6.0	29.8	63.2
8	7	8	D6/2	Asking teachers questions.	0.6	3.9	25.3	69.8
9	10	9	D6/3	Asking other students questions.	0.4	2.3	19.7	77.3
10	8	10	D6/6	Working with other students using English to communicate.	0.6	1.7	19.3	78.0

HM: ranked according to the combined
totals for 'a lot of difficulty'
and 'some difficulty' columns

H: ranked according to 'a lot of difficulty'
column

N: ranked according to 'no difficulty'
column

Qu: question number

H: 'a lot of difficulty'

M: 'some difficulty'

L: 'very little difficulty'

N: 'no difficulty'

THE PROPORTION OF OVERSEAS STUDENTS STAFF CONSIDERED
TO BE EXPERIENCING DIFFICULTY IN VARIOUS CATEGORIES
OF SPOKEN ENGLISH, RANKED IN ORDER OF MAGNITUDE.

HM	H	N	Qu		H %	M %	L %	N %	DK %
1	5	4	D6/4	Answering your questions.	15.4	47.8	23.1	4.3	2.3
2	1	3	D6/8	Explaining their opinions when they are not immediately understood in discussions.	19.3	36.0	16.3	4.1	15.6
3	1	5	D6/10	Expressing counter-arguments to points raised by you in discussions.	19.3	35.1	15.6	4.5	15.2
4	6	6	D6/7	Expressing their own opinions in discussions.	14.1	36.5	21.8	5.5	13.2
5	3	2	D6/9	Expressing counter-arguments to points raised by other students in discussions.	16.1	31.7	15.4	3.6	23.1
6	7	8	D6/2	Asking you questions.	11.6	35.2	30.6	14.3	2.5
7	4	1	D6/1	Giving oral reports or short talks.	15.9	24.0	8.8	3.4	33.1
8	9	7	D6/5	Answering questions asked by other students.	5.4	25.6	20.4	6.6	33.4
9	10	8	D6/6	Working with other students using English to communicate.	5.2	25.6	29.2	14.3	17.0
10	8	10	D6/3	Asking other students questions.	6.1	17.2	27.4	17.2	24.5

HM. ranked according to the combined
totals for 'a lot' and 'some' of the
students columns

H: ranked according to 'a lot' of the
students column

N: ranked according to 'none' of the
students column

Qu: question number

H: 'a lot'

M: 'some'

L: 'very few'

N: 'none'

DK: 'don't know'

THE PROPORTION OF BRITISH STUDENTS CONSIDERED BY STAFF TO
BE EXPERIENCING DIFFICULTY IN VARIOUS CATEGORIES OF SPOKEN
ENGLISH, RANKED IN ORDER OF MAGNITUDE.

HM	H	N	Qu		H %	M %	L %	N %	DK %
1	2	5	D6/4	Answering your questions.	5.9	37.7	34.0	12.5	1.6
2	1	2	D6/10	Expressing counter-arguments to points raised by you in discussions.	9.3	27.2	27.4	11.1	13.6
3	4	4	D6/8	Explaining their opinions when they are not immediately understood in discussions.	5.2	26.3	32.4	12.0	14.3
4	3	3	D6/9	Expressing counter-arguments to points raised by other students in discussions.	5.7	24.9	25.4	11.4	21.3
5	5	1	D6/1	Giving oral reports or short talks.	4.5	23.1	15.6	8.6	32.2
6	6	7	D6/7	Expressing their own opinions in discussions.	3.2	22.2	36.5	17.4	11.1
7	7	9	D6/2	Asking you questions.	2.0	21.5	36.5	31.8	1.6
8	10	6	D6/5	Answering questions asked by other students.	1.4	16.8	25.9	14.0	31.7
9	8	8	D6/3	Asking other students questions.	1.8	9.1	27.4	30.8	22.0
10	9	10	D6/6	Working with other students using English to communicate.	1.6	5.2	25.9	42.6	14.8

HM: ranked according to the combined
totals for 'a lot' and 'some' of the
students columns

H. ranked according to 'a lot' of the
students column

N. ranked according to 'none' of the
students column

Qu: question number

H. 'a lot'

M: 'some'

L: 'very few'

N: 'none'

DK: 'don't know'

THE FREQUENCY WITH WHICH OVERSEAS STUDENTS
CONSIDERED THEY HAD HAD THE FOLLOWING SPECIFIC
PROBLEMS IN SPOKEN ENGLISH RANKED IN ORDER
OF OCCURRENCE

OS	O	N	Qu		O %	S %	N %
1	3	1	D7/1	Thinking out how to say what you want to say quickly enough.	18.3	60.9	18.6
2	6	2	D7/5	Not knowing the subject well enough to answer questions.	9.7	68.7	19.4
3	2	3	D7/4	Not knowing the best way to say something in English.	18.7	57.8	21.4
4	4	4	D7/6	Finding it hard to enter the discussion.	15.6	52.8	28.9
5	1	5	D7/2	Worrying about saying something in case you make a mistake in your English.	21.7	46.4	29.8
6	5	6	D7/3	Not knowing how to say something in English.	10.5	52.8	34.6

OS: ranked according to the combined totals in the 'often' and 'sometimes' columns

O ranked according to the 'often' column

N. ranked according to the 'never' column

Qu: question number

O: 'often'

S: 'sometimes'

N: 'never'

THE FREQUENCY WITH WHICH BRITISH STUDENTS
CONSIDERED THAT THEY HAD THE FOLLOWING SPECIFIC
PROBLEMS IN SPOKEN ENGLISH RANKED IN ORDER
OF OCCURRENCE

OS	O	N	Qu		O %	S %	N %
1	1	1	D7/5	Not knowing the subject well enough to answer questions.	9.0	69.6	20.3
2	3	2	D7/1	Thinking out how to say what you want to say quickly enough.	8.4	52.7	37.5
3	2	3	D7/6	Finding it hard to enter the discussion.	8.6	39.4	50.7
4	5	4	D7/4	Not knowing the best way to say something in English.	3.2	27.2	68.5
5	4	5	D7/2	Worrying about saying something in case you make a mistake in your English.	3.4	13.1	82.6
6	6	6	D7/3	Not knowing how to say something in English.	1.9	7.9	89.1

OS: ranked according to the combined totals in the 'often' and 'sometimes' columns

O: 'often'
S: 'sometimes'
N: 'never'

O: ranked according to the 'often' column

N: ranked according to the 'never' column

Qu: question number

OVERALL MEANS OF THE LEVELS OF DIFFICULTY
EXPERIENCED BY STUDENTS IN EACH OF THE FOUR SKILLS

HM	H	N		H	M	L	N	BL
			Reading Comprehension	%	%	%	%	%
1	1	1	Overseas Students	10.3	32.4	35.4	19.4	(2.5)
			British Students	5.2	21.8	36.2	33.8	(3.0)
			Writing					
2	2	2	Overseas Students	7.3	27.1	39.3	25.7	(0.6)
			British Students	3.1	14.7	36.6	45.1	(0.5)
			Speaking					
3	4	3	Overseas Students	6.5	26.8	38.1	27.9	(0.7)
			British Students	1.5	8.9	28.6	60.0	(1.0)
			Listening Comprehension					
4	3	4	Overseas Students	6.9	24.6	36.2	31.5	(0.8)
			British Students	2.1	12.3	31.4	53.8	(0.4)

HM: ranked according to the combined
totals for 'a lot' of difficulty
and 'some' difficulty columns
H: ranked according to 'a lot' of
difficulty column
N: ranked according to 'no'
difficulty column

H: 'a lot of difficulty'
M: 'some difficulty'
L: 'very little difficulty'
N: 'no difficulty'
BL: 'blanks'

OVERALL MEANS OF STAFF ESTIMATES
OF THE PROPORTION OF THEIR STUDENTS
EXPERIENCING DIFFICULTY IN EACH OF THE SKILLS AREAS
WHERE WE WERE ABLE TO GATHER INFORMATION

HM	H	N		H	M	L	N	DK	BL
				Z	Z	Z	Z	Z	Z
1	1	1	Writing						
			Overseas Students	24.7	38.8	18.0	2.9	5.6	10.0
			British Students	10.1	37.8	30.1	7.2	4.2	10.6
			Listening Comprehension						
2	3	3	Overseas Students	11.5	39.8	26.8	9.9	5.8	5.2
			British Students	2.6	17.9	28.1	39.1	4.9	7.4
			Speaking						
3	2	2	Overseas Students	12.8	31.5	20.9	7.8	18.0	9.0
			British Students	4.1	21.4	28.7	19.2	16.4	10.2

H: 'a lot'
M: 'some'
L: 'very few'
N: 'none'
DK: 'don't know'
BL: 'answers left blank'

HM: ranked according to the combined totals for 'a lot' and 'some' of the students column
H: ranked according to 'a lot' of the students column
N: ranked according to 'none' of the students column

APPENDIX 3.5

Breakdown of the Amount of Difficulty Overseas Students
Claimed to have Experienced in each Activity and the
Frequency of Occurrence of that Activity, across Levels and
Discipline Areas

Summary of difficulty and frequency data from questionnaire enquiry.

K E Y

A) DIFFICULTY

Col. 1 OS H + M:

Difficulties encountered by overseas students ranked according to total percentages of those experiencing 'some' or 'a lot' of difficulty with certain activities and performance constraints.

Col. 2 OS-BR H + M:

Rank ordering according to percentage differences between overseas and British students encountering 'some' or 'a lot' of difficulty with certain activities and performance constraints.

Col. 3 Staff OS.

Staff estimates of the proportions ('a lot' or 'some') of the overseas students experiencing difficulty with certain activities and performance constraints, ranked in order of magnitude.

Col. 4 Staff OS-BR:

Percentage differences in staff estimates of proportions ('a lot' or 'some') of the British and overseas students experiencing difficulty with certain activities and performance constraints, ranked in order of magnitude.

Col. 5 Staff Impt.:

Staff estimates (where available) of the importance of a particular criteria ranked according to the percentage totals for 'high' and 'medium' importance.

B) FREQUENCY

N: Never
O: Often

x 20 - 39%
xx 40 - 59% of overseas students 'never' having to do the task.

+ 20 - 39%)
++ 40 - 59%)
+++ 60 - 79%) - of overseas students 'often' having to do the task.
+++ 80 - 100%)

LISTENING

A) Difficulty

B) Frequency (Based on highest returns (N and O) for all classes)

	Col. 1 OS	Col. 2 OS-AR	Col. 3 Staff OS	Col. 4 Staff OS-BR	Eng. U	Eng P	Sci. U	Sci. P	Sci. A	S Sci. U	S Sci P	N	O	N	O	N	O	N	O
Understanding teachers and other students when they talk very fast	(1) 55 0Z	(2) 35 7Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding when their accents or pronunciation are different from what one is used to	(2) 52 7Z	(3) 27 6Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Writing down quickly and clearly all the notes one wants to	(3) 41.5Z	(10) 8 9Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding when more than one person is speaking as in group discussion	(4) 41 1Z	(4) 26 4Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding informal language	(5) 38 6Z	(1) 36 9Z	(3) 52 5Z	(1) 47 5Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thinking of and using suitable abbreviations	(6) 33 9Z	(7) 21 7Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding spoken description or narrative	(7) 31 0Z	(6") 26.3Z	(2) 53.2Z	(2) 41 9Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Recognising individual words in what is being said	(8) 30 8Z	(6) 26 3Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding when people speak quietly	(9) 29.3Z	(13) 2 3Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Recognising what is important and worth noting	(10) 28 0Z	(12) 5 8Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding completely what the speaker is saying and linking this to what he has said earlier	(11) 23 6Z	(9) 12.9Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding spoken instructions	(12) 21.1Z	(8) 19 0Z	(4) 44.1Z	(3) 35.3Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Organising the notes one takes down so that one can understand them when one reads them later	(13) 18 2Z	(15) -0.8Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Understanding the subject matter of the talk	(14) 18 1Z	(14) 0 6Z	(1) 66 2Z	(5) 11.4Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Recognising where sentences end and begin	(15) 9.9Z	(11) 7 8Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Making notes	-	-	(5) 40 2Z	(4) 17 6Z	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

++

++

xx

+

++

x

++

x

++

++

++

++

++

++

W R I T I N G

A) DIFFICULTY

	OS	OS-RR	STAFF OS	STAFF OS-RR	STAFF IMPT.
Using a wide and varied range of vocabulary	(1) 61.9	(1) 41.2	(5) 66.9	(3) 30.1	(10) 41.3
Using a variety of grammatical structures	(2) 47.2	(3) 30.7	(4) 70.0	(5) 17.7	(12) 22.2
Using appropriate vocabulary	(3) 46.4	(2) 34.2	(7) 63.8	(1) 33.2	(4) 69.6
Expressing what you want to say clearly	(4) 40.8	(7) 14.5	(3) 70.2	(4) 21.5	(2) 90.9
Using appropriate grammatical structures	(5) 40.4	(4) 24.8	(7) 71.4	(2) 30.6	(8) 43.3
Arranging and developing written work	(6) 35.8	(8) 13.7	(6) 65.5	(9) 10.3	(3) 82.1
Writing grammatically correct sentences	(7) 33.5	(5) 20.7	(1) 75.3	(6) 16.3	(6) 46.9
The subject matter	(8) 29.9	(6) 18.8	(9) 60.6	(10) 10.2	(1) 91.8
Spelling	(9) 24.3	(10) 2.0	(8) 62.1	(8) 11.3	(9) 42.3
Punctuation	(10) 21.4	(9) 8.9	(10) 59.6	(7) 12.9	(11) 39.3
Tidiness	(11) 16.8	(12) -5.3	(12) 47.1	(12) -4.3	(5) 62.8
Handwriting	(12) 14.2	(11) -4.1	(11) 49.4	(11) -2.3	(7) 44.6

B) FREQUENCY

		Eng. U		Eng. P		Sci. U		Sci. P		Sci. A		S.Sci. U		S.Sci. P	
		N	O	N	O	N	O	N	O	N	O	N	O	N	O
less than a paragraph is	(coursework	++		++		++		+		++		+		x	+
	(examinations	++		++		++		+		++				x	+
<hr/>															
about a paragraph is	(coursework	+		+		+				+		+		xx	+
	(examinations	+		+	x	+				+				x	+
<hr/>															
more than a paragraph is	(coursework	+		+	x	+		+		+		++			++
	(examinations	+		++	x	+	x	+		+		+			++

READING

	<u>A) DIFFICULTY</u>		<u>B) FREQUENCY</u>											
	Col. 1 OS	Col. 2 OS-BR	Eng. U	Eng. P	Sci. U	Sci. P	Sci. A	S Sci. U	S.Sci. P	N	O	N	O	N
Reading texts where the subject matter is very complicated	(1) 67.9	(7) 8.4												
Critical reading to establish and evaluate the author's position on a particular topic	(2) 55.3	(2) 21.8	xx	x	xx	x	xx	+	++					
Reading quickly to find out how useful it would be to study a particular text more intensively	(3) 49.7	(1) 26.2	x	+	+	x	+	+	x	+				++
Search reading to get information specifically required for assignments	(4) 39.6	(3) 18.3	++	++	++	++	+	++	++					++
Reading carefully to understand all the information in a text:	(5) 35.0	(6) 8.5												
duplicated notes			++	++	++	++	+	++	++					++
questions done in class or for homework			++	++	++	++	++	++	++					+
laboratory worksheets			++	x	+	+	x	+	xx	xx				
examination questions			++	++	+	+	++	++	+					+
textbooks, whole or part			+	++	++	++	+	++	++					++
Making notes from textbooks	(6) 25.9	(5) 12.7	x	+		+	+	+	++					++
Reading to get the main information from a text	(7) 25.8	(4) 14.3		+	+	++	+	++	++					++

S P E A K I N G

A) <u>DIFFICULTY</u>					B) <u>FREQUENCY</u> (Based on highest returns for seminars and practical classes)														
	Col. 1 OS	Col. 2 OS-BR	Col. 3 Staff OS	Col. 4 Staff OS-BR	Eng U	Eng. P	Sci U	Sci P	Sci A	S Sci. U	S Sci P	N	O	N	O	N	O	N	O
Giving oral reports or short talks	(1) 50.3	(1) 38.4	(7)+39.9	(10)+12.3	xx	x	xx	xx	xx										
Expressing counter-arguments to points raised by teachers in discussions	(2) 48.1	(4) 26.6	(3) 54.4	(6) 17.9															
Explaining your opinions when they are not immediately understood in discussions	(3) 45.9	(3) 27.7	(2) 55.3	(3) 23.8															
Expressing counter-arguments to points raised by other students in discussions	(4) 45.0	(2) 29.8	(5)+47.8	(7)+17.2															
Expressing your own opinions in discussions	(5) 37.2	(4) 26.7	(4) 50.6	(1) 25.2															
Answering questions asked by teachers	(6) 31.6	(6) 20.9	(1) 63.2	(5) 19.6	x	++	++	+	++	++	++								
Asking teachers questions	(7) 22.0	(7) 17.5	(6) 46.8	(4) 23.3		++	++	++	+	++	+								
Answering questions asked by other students	(8) 19.3	(9) 12.7	(8)+31.0	(8)+12.8															
Working with other students using English to communicate	(9) 18.7	(8) 16.4	(9) 30.8	(2) 24.0	++	++	++	++	++	++	++								
Asking other students questions	(10) 14.5	(10) 11.8	(10)+23.3	(9)+12.4															
Actively taking part in discussions						+	+	+	+	+	+								

† High proportion of 'don't know'.

APPENDIX 4.1

Answer Booklets and Source Booklets Used in the Pre-Test Administration of T.E.A.P. September-November 1982

- 4.1.1 Answer Booklet and Source Booklet for Session I
- 4.1.2 Answer Booklet and Source Booklet for Session IIA
- 4.1.3 Answer Booklet and Source Booklet for Session IIB

Appendix 4.1.1

Answer Booklet and Source Booklet for Session I

ANSWER BOOKLET

TEST IN ENGLISH FOR ACADEMIC PURPOSES (T.E.A.P.)

Session I

Name _____

GENERAL INTRODUCTION TO SESSION I

Session I of the test has four parts. You must write all your answers in this booklet. Here is a brief description of the four parts of the test so that you know what to expect. There will be detailed instructions before each part.

PART ONE

This is a test of your ability to read in English and to write in English about what you have read. You have 2 tasks to do in 75 minutes.

Task One - You have to write a summary of parts of a passage. To help you to do this you should make brief notes while reading the passage

Task Two - You have to write short answers to a number of questions on the same passage.

PART TWO

This is a test of your ability to understand spoken English. You have one task to do in approximately 10 minutes.

You will hear a short tape recording ONCE only. During pauses in the recording, you have to write down, in the space provided in this booklet, what the speaker has said.

PART THREE

This is another test of your ability to understand spoken English. You have to make notes and use them to answer a number of questions. You have 2 tasks to do in approximately 50 minutes.

Task One - You will hear a tape recording of a short lecture ONCE only. A written OUTLINE of the main points of the lecture is printed in this booklet to help you to follow what the speaker is saying. This LECTURE OUTLINE consists of three important statements from the passage, each followed by questions. While listening to the lecture you have to make NOTES in the spaces provided as after the lecture you will have time to go through these NOTES and use them to write ANSWERS.

Task Two - You have to write a summary of parts of the lecture using the LECTURE OUTLINE and your NOTES and ANSWERS

PART FOUR

This is a test of your knowledge of English grammar. It consists of 60 multiple choice questions. You have 30 minutes to complete this final task of Session I.

Now turn to page 2 and start PART ONE of the test.

PART ONE - READING COMPREHENSION

This is a test of your ability to read in English and to write in English about what you have read. You have 2 tasks to do in 75 minutes.

Task One - You have to write a summary of parts of a passage.
To help you to do this you should make brief notes
while reading the passage.

Task Two - You have to write short answers to a number of
questions on the same passage.

TURN OVER

- 3 -

TASK ONE

Read the passage, Smoking and Other Addictions, on pages 1-7 of the SOURCE BOOKLET and then summarise, in your own words as far as possible,

WHAT THE AUTHOR SAYS ABOUT THE DANGERS TO HEALTH FROM CIGARETTE SMOKING.

Your summary should be about 200 words in length.

You should use the space below to make NOTES which will help you to write your summary. These NOTES will not be marked.

WARNING. some of the sections in the passage are not relevant to this writing task. Remember the topic of the summary is only

THE DANGERS TO HEALTH FROM CIGARETTE SMOKING.

You should spend only 40 minutes on this task.

NOTES:

Write your ANSWER here:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

TURN OVER

TASK TWO

Look carefully at the QUESTIONS on pages 6-8 of this booklet to see what information you need to answer them. Read again the passage, Smoking and Other Addictions, and answer the QUESTIONS in the spaces provided. Check your ANSWERS carefully.

You should spend only 35 minutes on this task.

1. Give a phrase that could replace "because of" in line 3 of the Introduction to the reading passage.

2. What does "it", as used in Section I, line 23, refer to?

3. Write another word that could replace "but" in Section I, line 26.

4. Copy the first six words of a sentence from Section I which acts as a definition.

5. Write out the first six words of the sentence from lines 1-10 of Section II which best summarises the content of the paragraph.

6. Find from Section II one word which means the same as:
not decisive, unconvincing

7. Find from Section II one word which means the same as:
at variance, contending

8. Look at lines 6-12 of Section IV. Why might some people believe that cigarette consumption does not cause increased susceptibility to disease?

9. Look at lines 6-12 of Section IV. What argument is made for accepting the connection between disease and cigarette smoking?

10. Look at the part of Section IV headed "Coronary heart disease". What does the author think is the strongest factor connecting smoking and heart diseases?

11. Below are four headings for Sections I-IV in the text. Against each heading indicate the section of the text for which that heading would be most suitable.

- | | |
|-------------------------------------|---------------|
| a) Smoking | Section _____ |
| b) Drug dependence | Section _____ |
| c) Diseases associated with smoking | Section _____ |
| d) Death through smoking | Section _____ |

12. Give one reference the author uses for information about the smoking habits of British doctors.

13. What are the differences between male and female smoking habits?

TURN OVER

14. What does Figure 21.3 on page 6 of the SOURCE BOOKLET tell you about the effects of giving up smoking?

15. The final paragraph to the passage is not shown on page 7 of the SOURCE BOOKLET. The following seven sentences originally formed that final paragraph, but they are not in the correct order. Indicate, by numbering 1 to 7, in the boxes provided, the order in which you think the sentences originally appeared.

Subject number eight was a non-smoker, who spent over three hours in the pub and his level of about 1% is a typical background level for most urban non-smokers.

The results of one such study by Dr. Alan Bailey of the B.U P.A. Medical Centre in London are shown in Figure 21.6.

Eight volunteers offered samples of their blood on entering and then on leaving the pub.

Studies have been undertaken in order to establish the link between smoking and carbon monoxide levels.

The next three subjects increased their levels whilst in the pub by almost 100%, the highest level achieved being 16% by closing time (3.00 p.m.).

His study was undertaken in a congenial site and at a congenial time, namely the local pub on a Saturday morning.

Subjects one, two and three had already reached their maximum level on entering the pub and it is likely that their average level during each day is between 6% and 10%.

PART TWO - LISTENING COMPREHENSION

This is a test of your ability to understand spoken English. You have one task to do in approximately 10 minutes.

You will hear a short tape recording ONCE only. During pauses in the recording, you have to write down, in the space provided in this booklet, what the speaker has said.

Name _____

TURN OVER

The speaker is going to read a text through once only, with pauses. During the pauses write down what you have heard. You will have 2 minutes at the end to check and correct what you have written down.

When you hear numbers you can write them down as figures or words.

You will have to work fast. First, we will give you a short piece for practice. We will not mark this. Write down what you hear.

The practice session is now finished.

Now write down what you hear on the tape. Remember you will hear it only once.

Write here:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The dictation is now over. You have 2 minutes to check your work.

TURN OVER

PART THREE - LISTENING COMPREHENSION

This is another test of your ability to understand spoken English. You have to make notes and use them to answer a number of questions. You have 2 tasks to do in approximately 50 minutes.

Task One - You will hear a tape recording of a short lecture ONCE only. A written OUTLINE of the main points of the lecture is printed in this booklet to help you to follow what the speaker is saying. This LECTURE OUTLINE consists of three important statements from the passage, each followed by questions. While listening to the lecture you have to make NOTES in the spaces provided; after the lecture you will have time to go through these NOTES and use them to write ANSWERS.

Task Two - You have to write a summary of parts of the lecture using the LECTURE OUTLINE and your NOTES and ANSWERS.

TASK ONE

You are going to hear part of a lecture on ways of preventing illness and accidents in society.

The speaker argues that society should look more closely at the causes of illness and death, and try to remove these causes, which is called preventive medicine, rather than simply attempt to cure illness, which is called interventionist medicine.

The recording is about 8 minutes long and it will be played once only.

A LECTURE OUTLINE starts on the next page of this booklet and consists of three important statements (in capitals and underlined), each followed by questions. There is a space after each question for NOTES and below that a space for your ANSWER.

While listening to the lecture make NOTES in the space provided (these NOTES will not be marked).

You will be given time after the lecture is finished to use these NOTES to write your ANSWERS.

Use all the information in the LECTURE OUTLINE to follow what the speaker says.

You now have 5 minutes to read through the LECTURE OUTLINE. It will help you to find exactly what information you need to listen for.

TURN OVER

LECTURE OUTLINE

STATEMENT 1. IT IS IMPORTANT TO EMPHASISE THE PREVENTION OF ACCIDENTS
AND ILLNESS AND THE PROMOTION OF HEALTH

1.1 According to the speaker, what is the argument put forward by those anxious to maintain the existing emphasis on interventionist medicine?

NOTES: _____

ANSWER. _____

1.2 Why does the speaker say that research aimed at isolating individual causative agents is of doubtful validity?

NOTES: _____

ANSWER: _____

1.3 Give one example the speaker uses to illustrate how people attempted to combat illness before definitive scientific proof was available.

NOTES: _____

ANSWER: _____

1.4 The speaker argues that preventive care should not necessarily play second fiddle to interventionist medicine. What does "play second fiddle to" mean in this context?

NOTES _____

ANSWER. _____

STATEMENT 2. TO ESTABLISH THE BASIS FOR THE PROMOTION AND PURSUIT OF HEALTH AS WELL AS THE PREVENTION OF ILLNESS, THERE MUST BE A COMMITMENT TO EDUCATION

2.1 The speaker says that education has two roles. The first is to combat misinformation from the multi-million pound anti-health industries. What are these industries?

NOTES: a) _____
b) _____
c) _____

ANSWER: a) _____
b) _____
c) _____

2.2 What does the speaker see as the second role of education?

NOTES: _____

ANSWER. _____

2.3 As well as already existing public education concerning strikes, the speaker says there is a need for education concerning other causes of lost working days. What are these other causes?

NOTES: a) _____
b) _____
c) _____

ANSWER: a) _____
b) _____
c) _____

TURN OVER ...

STATEMENT 3. ANY CONCERN FOR PREVENTIVE CARE OR THE PROMOTION OF HEALTH
MUST INCLUDE A STRATEGY FOR CONFRONTING THE THREAT POSED
BY THE MAJOR DESTROYERS OF OUR DAY

3.1 What are these major destroyers?

NOTES: a) _____ b) _____

c) _____ d) _____

ANSWER: a) _____ b) _____

c) _____ d) _____

3.2 The speaker emphasises that he is not talking about education concerning these threats. What is he talking about?

NOTES: _____

ANSWER: _____

3.3 The speaker next describes the major destroyer - accidents.

a) How many people are killed in accidents at work each year?

NOTES: _____

ANSWER: _____

b) How many people are killed in the home and at play each year?

NOTES: _____

ANSWER: _____

c) How many people are injured in road accidents each year?

NOTES: _____

ANSWER: _____

d) How many people are killed in road accidents each year?

NOTES: _____

ANSWER: _____

TASK TWO

For this task you should look at the information provided in the LECTURE OUTLINE on pages 14-16 of this booklet and the information you have written down yourself.

Then, using all this information, summarise, in your own words as far as possible, what the talk was about.

You should write about 200 words.

You have 20 minutes to complete this writing task.

Write here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TURN OVER

[illegible]

TURN OVER

PART FOUR - KNOWLEDGE OF GRAMMAR

This is a test of your knowledge of English grammar. It consists of 60 multiple choice questions.

You have 30 minutes to complete this final task of Session I.

On pages 8-18 of the SOURCE BOOKLET you will find 60 multiple choice items.

Attempt all items. There will be one mark for each correct answer.

Answer by drawing a line through the upper part of the box of the appropriate letter on the ANSWER SHEET provided in this booklet, e.g. if the answer to item 8 is C it should appear like this:

8.

A	B	C	D
---	---	---	---

There is only one correct answer for each item.

If you change your mind, shade in the lower part of the box you have marked and draw a line through the upper part of the box of the letter you now think correct, e.g. to cancel C and enter A instead, it should appear like this:

8.

A	B	<div style="background-color: black; width: 10px; height: 10px;"></div>	D
---	---	-------------------------------------------------------------------------	---

You have 30 minutes to complete this task.

SOURCE BOOKLET

**TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T. E. A. P.)**

Session I

PART ONE - READING COMPREHENSION

READING PASSAGE

SMOKING AND OTHER ADDICTIONS

Introduction

Human beings have been using drugs for thousands of years and it seems likely therefore that drug addiction is as old as the human species itself

- Addiction is a complex matter because of the multiplicity of factors involved. The causes and effects of addiction are numerous and vary to some extent with the different types of drugs involved

- The initial problem concerns what is meant by the term 'addiction'. For many years a distinction was made between addiction and habit, but the dividing line between these two terms was never easy to define. In 1964, therefore, the World Health Organisation recommended the use of the term 'drug dependence' in place of addiction and habit. However, since 'drug dependence' gives rise to cumbersome phraseology - for example, a heroin addict should strictly be referred to as a 'heroin-dependent person' or a 'person dependent upon heroin' - the terms 'addiction' and 'drug dependence' are loosely interchangeable. For this reason the use of the words addict and addiction will be used in this chapter in addition to 'drug dependence'.

Section I

Before defining this concept it is necessary to understand what is meant by a 'drug'. A drug is any substance which when applied to the surface of the body or allowed to enter the body affects one or more functions of the body.

- Drug dependence is a state resulting from the interaction between a body and a drug which has been administered on a periodic, repeated or continuous basis, resulting in harm to the person taking the drug and possibly in harm to society. The harmful effects include any or all of the following
- Psychological or emotional dependence.* This is the compulsion to take a drug which, if withheld, results in emotional stress

Physical dependence. This is the next stage of dependence, and if the drug is withdrawn physical discomfort or illness occurs, this being known as a withdrawal syndrome

- 15 *Tolerance.* This is the diminishing effectiveness of a drug which results in the necessity to increase its dose.

Dependence can occur on a vast variety of drugs including simple pain-killing tablets (such as aspirin) and the common stimulant, caffeine. Dependence can occur with substances not normally considered as drugs, such as glue. Sniffing, or 'solvent abuse', may involve not only glue
20 but other common substances such as petrol, cleansing fluids, hair lacquer and nail-polish removers. It is an extremely dangerous addiction which probably occurs in tens of thousands of teenagers in Britain. It may cause vomiting, loss of coordination, hallucinations, psychoses, coma
25 or even death. Dependence can also occur with an activity such as gambling. In moderation gambling is not harmful, but in some individuals psychological dependence develops. This can cause serious personality changes resulting in social difficulties and family misery, and psychiatric help is sometimes necessary.

- 30 The three most important groups of drugs are nicotine (which of course is contained in tobacco), alcohol, and what are commonly referred to as 'drugs' (heroin, cannabis, LSD, barbituates, and so forth). These three groups will be considered separately. Addiction to nicotine will be considered under the general problems attached to smoking.

Section II

This is probably the most addictive or dependence-forming use of a drug known. Tobacco was introduced into this country from South America in the sixteenth century. The motivating factors that cause people to start to smoke are difficult to determine and have been the subject of
5 much research. The evidence is inconclusive. It appears that children whose parents smoke are more likely to smoke themselves. There are conflicting opinions as to whether there is any difference in intelligence between smokers and non-smokers, but certainly children who smoke achieve less academic success. Children whose peers smoke are more likely to
10 smoke themselves.

Although nicotine plays only a small part in the harmful effects on physical health, it is its addictive qualities which make the habit of smoking so difficult to stop once it is established. Smokers are familiar with the initial stimulant effect of nicotine on the nervous
15 system's vomiting centre. As the smoking habit is acquired tolerance develops and the sensation of nausea ceases.

Nicotine causes little physical dependence but is undoubtedly the cause of one of the most powerful emotional or psychical dependences. Russell describes seven types of smoking.

...seven types of smoking:

- 20 • psychosocial smoking (where smoking is used to create an image of toughness and sophistication and occurs mainly in company),
- sensorimotor smoking (where the motivation is the aesthetic reward from the sheer act of smoking and the ritual involved in lighting up),
- 25 • indulgent smoking (the commonest form, providing pleasure for the smoker who indulges in smoking during periods of relaxation such as after meals),
- sedative smoking (used to relieve stress or anxiety),
- stimulation smoking (used to provide stimulation during periods of mental or physical activity),
- 30 • addictive smoking (where smoking is no longer a pleasure, but withdrawal symptoms are experienced if the person is not able to smoke another cigarette),
- automatic smoking (where each cigarette is lit up before the previous one has finished burning, this being done as an almost reflex action, 35 a process commonly recognised as chain smoking).

40 Smokers start off as psychosocial smokers, and most gradually become indulgent smokers. Where an individual requires stimulation to cope with the stress of life he may progress to stimulation smoking or, if he wishes to be relieved of the stress of life, he may go on to sedative smoking, both these types becoming addictive smokers.

Table 21.1 Mortality ratios of men by current smoking habits from four large prospective studies

Type of smoking	Mortality ratio ¹			
	British doctors ²	US veterans ³	Canadian veterans ⁴	US men ⁵
Cigarettes only	1.28	1.84	1.65	1.83
Cigarettes and others		1.51	1.23	1.54
Cigars only	1.01	1.10	1.11	0.97
Pipes only		1.07	1.10	0.86

¹ Mortality ratio: death rate for current cigarette smokers divided by death rate for those who never smoked regularly. ² Doll, R. & Hill, A. B. (1964) *Brit. med. J.*, 1, 1399, 1460. ³ Kahn, H.A. (1966). In: Haenszel, W., ed., *Epidemiological approaches to the study of cancer and other chronic diseases*, Bethesda, Md. (Nat. Cancer Inst. Monogr., No. 19). ⁴ Best, E.W.R. (1966) *Canadian study of smoking and health*, Ottawa, Department of National Health and Welfare. ⁵ US Surgeon General's Advisory Committee on Smoking and Health (1964) *Smoking and health report*, Washington, D.C., US Department of Health, Education, and Welfare (Public Health Service Publication No. 1103).

Section III

It is a matter of fact, and no longer a matter of debate, that smoking causes disease and kills. This fact has been proved by countless studies undertaken in numerous countries. The wealth of statistics is overwhelming and this entire book could be filled with such statistics. The salient points, however, are these

- the mortality rate of a smoker is increased by between 28 and 84 per cent over that of a non-smoker,
- the mortality rate is affected by the age at which smoking starts and the number of cigarettes smoked, (See Table 21.2)

Table 21.2 Mortality ratios by age of starting smoking and amount of cigarettes only smoked by current smokers

Age started	Number of cigarettes per day				All smokers
	1 - 9	10-20	21-39	40+	
US veterans					
Under 20	1.60	1.89	2.16	2.45	1.98
20-24	1.40	1.72	1.87	2.23	1.72
25 or over	1.15	1.50	1.47	1.11	1.39
Men in 25 states					
Under 15	1.79	2.23 ¹	2.21 ²	2.15	2.17
15-19	1.75	1.83 ¹	2.01 ²	2.38	1.99
20-24	1.25	1.52 ¹	1.62 ²	1.93	1.58
25 or over	1.03	1.36 ¹	1.45 ²	1.56	1.34

¹ 10-19 cigarettes per day

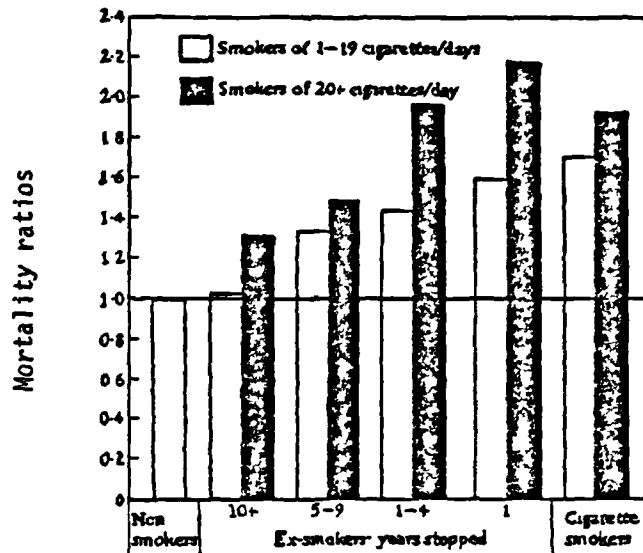
² 20-39 cigarettes per day

Source World Health Organisation, *Smoking and Health*, 1971

- 10 • Smokers who inhale also have an increased mortality rate.
- The incidence of mortality decreases after the habit of smoking has been stopped.

Fig. 21 2/overleaf.

Fig 21.2 Mortality ratios of present and past cigarette smokers (males).



From Hammond, E.C. (1966). In: Haenszel, W., ed., *Epidemiological approaches to the study of cancer and other chronic diseases*, Bethesda, Md (Nat. Cancer Inst. Monogr., No. 19).

The mortality rate among male smokers is higher than among female smokers this can be partly, but not totally, explained by the fact that females generally smoke less, inhale less and start smoking at a later age. The above facts apply only to cigarette smoking they do not apply to cigar and pipe smoking provided inhalation does not occur. However, if pipe and cigar smokers inhale there is also an increased mortality rate, probably about half that of cigarette smoking.

Section IV

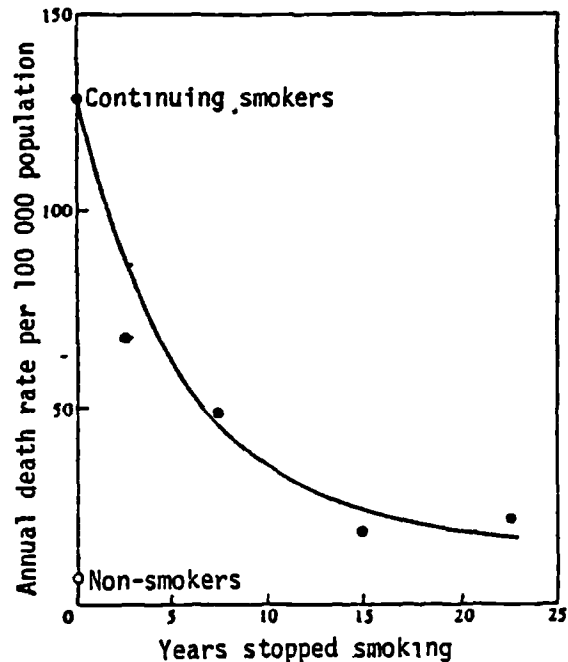
The main diseases are those of the heart (coronary heart disease and other cardiovascular disease) and the lungs (cancer, bronchitis and emphysema). There are also other diseases, notably peptic ulcers and cancers of other organs such as the mouth, larynx, oesophagus and the bladder (see Table 21.3).

Table 21.3 Percentage of total number of excess deaths of cigarette smokers due to various causes

Underlying cause	British doctors	US veterans	US men in 25 states	Canadian veterans
Coronary artery disease	32.9	38.6	51.7	44.2
Other cardiovascular diseases	17.8	18.8	13.2	9.9
Cancer of lung	24.0	14.9	13.6	18.3
Cancer of mouth, larynx and oesophagus	3.3	2.7	2.2	2.2
Other cancers	-0.2	8.9	7.2	7.6
Bronchitis emphysema	9.6	4.0	3.8	8.2
Peptic ulcers	2.7	1.4	1.3	2.9
All other causes	9.9	10.7	6.6	7.3

Source: World Health Organisation, *Smoking and Health*, 1971

Fig. 21.3 Standardised death rates from lung cancer for cigarette smokers, ex-smokers for various periods, and non-smokers.



Based on Doll, R. & Hill, A B. (1964) *Brit. Med. J.*, 1, 1399, 1460.

Although studies have confirmed that cigarette smoking causes disease and increases the mortality rate, there are still numerous sceptics. Their main argument is that it is possible that the increased susceptibility to disease and the tendency to smoke are simultaneously inherited traits and that there is no causal relationship. There are numerous arguments against this theory, the main one being that as people stop smoking so the incidence of disease and mortality diminishes.

Before discussing the main diseases caused by smoking, the responsible agents present in tobacco smoke that cause disease will be considered. These are.

- tar, which contains cancer-producing substances,
- nicotine;
- certain gases, especially carbon monoxide.

Lung cancer

Mortality from this disease is directly related to the number of cigarettes smoked and is of the order of fifteen to thirty times that of non-smokers. It is essentially due to tar contained in tobacco, the tar itself containing cancer-initiating substances (carcinogens) and cancer-promoting substances (co-carcinogens).

Chronic bronchitis and emphysema

Mortality is almost directly related to the number of cigarettes smoked. It is of the order of fifteen times that of a non-smoker. Smoking causes narrowing of the airways and impairs the movement of air in the lungs which in turn leads to poor oxygenation of the blood (hypoxaemia).

. - 7 -

30 *Coronary heart disease*

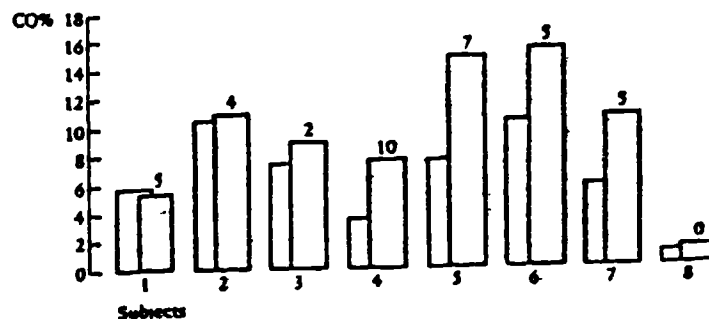
This is the single most common cause of death in Britain and in most civilised countries. It is the cause of a third of all male deaths occurring between the ages of thirty-five and sixty-four in Britain and the United States. Because of the multiplicity of factors in the aetiology of this disease, it is difficult to establish a direct arithmetical relationship between smoking and coronary heart disease, but the increased mortality is of the order of two or three times that of a non-smoker and tends to be greater in younger people.

40 Smoking is important in the causation of coronary heart disease, principally as a result of two factors, nicotine and carbon monoxide.

Probably the most important factor in smoking, in connection with heart disease is this presence of carbon monoxide in the tobacco smoke. This gas competes with oxygen for receptor sites on the haemoglobin molecule in the red cells forming, instead of oxyhaemoglobin, carboxyhaemoglobin. This, therefore, results in under-oxygenation of the blood, - which imposes an increased workload on the heart and an increased liability to disease and death. Carbon monoxide is the chief constituent of town gas. A level of about 40 per cent of carbon monoxide in the blood is usually fatal and this is a typical level achieved by those who have successfully committed suicide by gassing

The remaining part of this passage forms Question 15 on page 8 of the ANSWER BOOKLET and includes Figure 21.6 below.

Fig. 21.6 Blood carbon monoxide levels in eight subjects: seven smokers and one non-smoker.



- 8 -

PART FOUR - KNOWLEDGE OF GRAMMAR

1. "Let's go for a coffee some time."
"Good idea! What after the lecture?"
A. shall you do
B. you doing
C. you do
D. are you doing
2. "We to his lecture yesterday."
A. went
B. have gone
C. are gone
D. go
3. "It's highly inflammable, so you better be careful."
A. had
B. would
C. should
D. must
4. "..... you need some help with the experiment, just tell me."
A. Will
B. Do
C. Would
D. Should
5. We wrote down the results which were during the practical.
A. observed
B. happened
C. occurred
D. arrived
6. The lecturer informed
A. his decision to us.
B. us of his decision.
C. his decision for us.
D. us his decision.
7. "I am used late at night."
A. work
B. that I work
C. to working
D. I work

8. The industry is very important at the present time to our economy.
- A. oil
 - B. foreign
 - C. modern
 - D. light
9. of the students has started the course.
- A. Several
 - B. Both
 - C. Neither
 - D. Most
10. The metal was hot that he couldn't touch it.
- A. very
 - B. too
 - C. so
 - D. extremely
11. He did not care or not the man was innocent.
- A. whichever
 - B. if
 - C. whether
 - D. however
12. You have to allow a margin of error.
- A. by
 - B. with
 - C. to
 - D. for
13. "Please turn your stereo down. I to study."
- A. am trying
 - B. have tried
 - C. tried
 - D. try
14. "By the time this course finishes a lot about engineering."
- A. I will learn
 - B. I learn
 - C. I will have learnt
 - D. I have learnt

15. "Whatever has happened to the lecturer?"
"I don't know. He lost."
- A. can have got
 - B. could get
 - C. might get
 - D. may have got
16. If you have read the notes you the answer.
- A. should know
 - B. have known
 - C. shall know
 - D. would know
17. In this test you have to do a dictionary.
- A. without
 - B. with
 - C. for
 - D. by
18. This exercise us with a number of interesting possibilities.
- A. sets
 - B. shows
 - C. gives
 - D. presents
19. We found to understand his lecture.
- A. difficulty
 - B. difficult
 - C. so difficult
 - D. it difficult
20. "John's very friendly. He's from England."
- A. the north
 - B. the north of
 - C. north the
 - D. north of the
21. This year the number of candidates who not been worked out.
- A. are successful have
 - B. are successful has
 - C. is successful have
 - D. is successful has

22. My research findings were not to be published. -
- A. interesting so
 - B. interesting enough
 - C. enough interesting
 - D. so interesting
23. We have not discovered what causes certain illnesses.
- A. yet
 - B. already
 - C. still
 - D. to now
24. P.T.O. stands "Please Turn Over".
- A. as
 - B. like
 - C. for
 - D. by
25. Coming to study in a foreign country may not be easy at first, but most people eventually enjoy a student in Britain.
- A. being
 - B. be
 - C. been
 - D. to be
26. As a result of his lectures she by this new approach to teaching.
- A. was influenced
 - B. has influenced
 - C. influenced
 - D. had influenced
27. "I yesterday, so I couldn't go to the cinema."
- A. must study
 - B. must have studied
 - C. had to study
 - D. ought to study
28. "If he had known the problems, he the task."
- A. will not have undertaken
 - B. had not undertaken
 - C. should not undertake
 - D. would not have undertaken

29. The library nearly two million volumes.
- A. consists
 - B. compares
 - C. composes
 - D. contains
30. We had to our colleagues what we had discovered.
- A. report
 - B. say
 - C. describe
 - D. tell
31. "I'm going out unless you would prefer me here."
- A. to stay
 - B. will stay
 - C. that I stay
 - D. stay
32. "..... a pity you did not check the figures with your partner."
- A. What's
 - B. That's
 - C. There's
 - D. It's
33. Everyone a difficult course to follow.
- A. believe that statistics is
 - B. believe that statistics are
 - C. believes that statistics are
 - D. believes that statistics is
34. It produced the same result whenever we tried it.
- A. ever
 - B. often
 - C. always
 - D. every time
35. Hard working he was, he did not meet the required standard.
- A. which
 - B. whilst
 - C. though
 - D. although

36. "My results are the same yours."
- A. that
 - B. as
 - C. than
 - D. like
37. Writing this report is very time consuming.
- A. seeming
 - B. having
 - C. looking
 - D. proving
38. Until I studied the disease, I its cause.
- A. do not understand
 - B. have not understood
 - C. did not understand
 - D. cannot understand
39. His examination results were not as bad as they been.
- A. need have
 - B. might have
 - C. can have
 - D. must have
40. "Unless I be late."
- A. run, I'll
 - B. don't run, I won't
 - C. don't run, I'll
 - D. run, I won't
41. "I to finish my thesis next year."
- A. intend
 - B. think
 - C. decide
 - D. will
42. The department was to his application.
- A. unaware
 - B. opposed
 - C. contrary
 - D. uncaring

43. "You 'd better to the doctor next time you feel ill."
- A. to go
 - B. going
 - C. go
 - D. gone
44. "..... I need is a long holiday."
- A. What
 - B. That
 - C. Which
 - D. The which
45. A number of the areas the professor in the field of atomic physics.
- A. have specialised in are
 - B. has specialised in is
 - C. have specialised in is
 - D. has specialised in are
46. He is proud man that he would rather fail than ask for help.
- A. so a
 - B. such
 - C. a so
 - D. such a
47. Newton, "to every action there is an equal and opposite reaction".
- A. Because of
 - B. According to
 - C. By
 - D. In contrast
48. "I am taller than you three inches."
- A. with
 - B. by
 - C. of
 - D. in
49. "Have you finished your project?"
"Yes, it now."
- A. typed
 - B. is being typed
 - C. types
 - D. typing

50. "Your English is very good."
"It should be. I it ever since I started school."
- A. have been learning
 - B. was learning
 - C. had learned
 - D. had been learning
51. "I wonder why he didn't come to class."
"He his bus."
- A. can have missed
 - B. could miss
 - C. may have missed
 - D. might miss
52. If only he down the results when he did the experiments!
- A. writes
 - B. had written
 - C. has written
 - D. was writing
53. He them do the experiment again.
- A. insisted
 - B. allowed
 - C. made
 - D. requested
54. The university was to those who had difficulty paying their fees.
- A. pitiful
 - B. hopeful
 - C. sympathetic
 - D. punishable
55. Caramel is a brown substance by the action of heat on sugar.
- A. form
 - B. forming
 - C. formed
 - D. forms
56. "Would you like some more meat? There's still left."
- A. a little
 - B. little
 - C. a few
 - D. few

57. Not all the students criteria for assessing written work.

- A. understands these
- B. understands this
- C. understand these
- D. understand this

58. how hard he worked, his tutor never commented on it.

- A. Of no account
- B. No matter
- C. Without regard
- D. Mindless

59. The penguin is a bird adapted to life on land and in water.

- A. both
- B. not only
- C. and
- D. either

60. many years he studied hard for his doctorate.

- A. During
- B. For
- C. Since
- D. From

Appendix 4.1.2

Answer Booklet and Source Booklet for Session IIA

A

ANSWER BOOKLET

**TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T.E.A.P.)**

Session IIA

Name _____

GENERAL INTRODUCTION TO SESSION II

Session II of the test has three parts. You must write all your answers in this booklet. Here is a brief description of the three parts of the test, so that you know what to expect. There will be detailed instructions before each part.

PART ONE

This is a test of your ability to read in English. There are 3 different reading passages. You have 3 tasks to do in 80 minutes.

Task One - Answering multiple choice questions on the first reading passage.

Task Two - Finding words missing from a second passage and writing these words in boxes provided.

Task Three - Writing short answers to a number of questions on a third passage.

PART TWO

This is a test of your ability to understand spoken English by making notes and using them to answer questions. You will have only one task to do in approximately 30 minutes. .

You will hear a tape recording of a short interview ONCE only. A written OUTLINE of the interview is printed in this booklet to help you to follow what the speakers are saying. The OUTLINE consists of a number of QUESTIONS. You have to make NOTES in the spaces provided while you are listening to the interview. After the interview, you will have time to go through the NOTES you have made and use them to write ANSWERS.

PART THREE

This is a test of your ability to write in English, in complete sentences, and organise your work so that what you write is clear and answers the questions you are asked. You have 2 tasks to do in 65 minutes.

Task One - Writing a summary using.

- a) notes made on the third reading passage in Part One,
- b) relevant information from Part Two.

Task Two - Rewriting a short passage which contains a number of errors, making all the necessary corrections.

Now turn to page 2 and start PART ONE of the test.

PART ONE - READING COMPREHENSION

This is a test of your ability to read in English. There are 3 different reading passages. You have 3 tasks to do in 80 minutes.

Task One - Answering multiple choice questions on the first reading passage.

Task Two - Finding words missing from a second passage and writing these words in boxes provided.

Task Three - Writing short answers to a number of questions on a third passage.

TURN OVER ...

TASK ONE

On pages 4-6 of this booklet you will find 13 multiple choice items testing your understanding of the passage on pages 1-5 of the SOURCE BOOKLET.

Attempt all items. There will be one mark for each correct answer.

Answer by drawing a line through the upper part of the box of the appropriate letter on the ANSWER SHEET, e.g. if the answer to item 8 is C it should appear like this:

8. ☐ A ☐ B ☒ C ☐ D

There is only one correct answer for each item.

If you change your mind, shade in the lower part of the box you have marked and draw a line through the upper part of the box of the letter you now think correct, e.g. to cancel C and enter A instead, it should appear like this:

8. ☒ A ☐ B ☒ C ☐ D

First look carefully at the QUESTIONS on pages 4-6 of this booklet to see what information you need from the passage to answer them.

Read the passage, Overseas Students in Britain: the Background, on pages 1-5 of the SOURCE BOOKLET and mark your answers on the ANSWER SHEET provided.

You have 30 minutes for this task.

Turn over the page and read the QUESTIONS.

TURN OVER ...

1. "This" (line 16) refers to
 - A. Table 2.1.
 - B. the public sector.
 - C. the non-public sector.
 - D. the difference between the two sectors.

2. Which one of the following points cannot be deduced from Table 2.1?
 - A. There was an overall increase in the number of overseas students in Britain between 1958 and 1979.
 - B. The largest percentage increase in overseas student numbers between 1968 and 1979 was in the non-university advanced further education sector.
 - C. The decline in numbers in the private sector between 1968 and 1979 is offset by the increase in recorded numbers in private colleges.
 - D. In every student category the 1978/79 figures were higher than those for 1958/59.

3. "Confounded" (line 22) is nearest in meaning to
 - A. mixed up.
 - B. confused.
 - C. defeated.
 - D. proved wrong.

4. What does "only" (line 55) emphasise about the total of 453,000 home students in 1979/80?
 - A. The percentage increase since 1971/72 in home students was much smaller than that for overseas students over the same period.
 - B. It was less than the total of overseas students in the same year.
 - C. There has never been such a small number of home students before.
 - D. Other developed countries of similar size to the U.K. had enrolled larger numbers of home students in 1979/80.

5. "Mushrooming" (line 58) suggests that demand increased
 - A. erratically.
 - B. rapidly.
 - C. in isolated places.
 - D. without being noticed.

6. "Negligible" (line 64) is nearest in meaning to
 - A. unknown.
 - B. non-existent.
 - C. insignificant.
 - D. indefinite

7. Oxenham (lines 99-101) had found that students from developing countries sought qualifications which would enable them to
 - A. pursue knowledge for its own sake.
 - B. help in the development of their own countries.
 - C. earn good incomes in the West.
 - D. gain influence among their own people.
8. The description of some subjects as "less well patronised" (lines 106/107) means that such subjects are
 - A. poorly promoted by the lecturers.
 - B. inadequately financed by the Government.
 - C. not controlled closely enough by the authorities.
 - D. less frequently chosen by applicants for courses.
9. Which of the following is referred to in the passage as a source of statistical information?
 - A. The Robbins Committee.
 - B. Oxenham.
 - C. The British Council.
 - D. London University.
10. The main idea discussed in lines 65-116 is that
 - A. some courses are overcrowded while others have vacancies.
 - B. overseas students are attracted to more popular courses.
 - C. there are more overseas students on higher than on lower level courses.
 - D. overseas students are distributed unevenly throughout the system.
11. The writer refers to factors which influence demand from overseas students for education in the U.K. Which one of these factors seems to be opinion rather than fact?
 - A. The preferences of minorities to seek education in Britain.
 - B. Insufficient higher education facilities abroad to meet demand.
 - C. Slowing up of demand for higher education among home students.
 - D. Heavy demand for technological subjects among overseas students.

TURN OVER

12. Which two of the following constitute the writer's purpose in the passage?
- (i) To explain the factors contributing to Government policy towards overseas students.
 - (ii) To advise overseas students of courses which will enhance their career prospects.
 - (iii) To show the pattern of demand for courses in this country from overseas students.
 - (iv) To urge the Government to change its policy towards overseas students.
- A. (i) and (ii) only.
 - B. (i) and (iii) only.
 - C. (ii) and (iv) only.
 - D. (iii) and (iv) only.
13. From the passage we learn that the British Government was worried about overseas students
- A. failing to pay their fees.
 - B. outnumbering home students.
 - C. proving expensive to the British taxpayer.
 - D. contributing to the decline of private education.

TASK TWO

In the following passage a tutor describes staff-student relationships.

One word has been omitted from some of the lines. Those lines with a word missing have a number on the left side and a box on the right side. On these lines mark the place where you think a word has been omitted and write the missing word in the box provided.

The first four have been done for you.

You have 20 minutes for this task.

TURN OVER

SECOND READING PASSAGE

1 A very striking result obtained the essays and the discussions of my
2 sample was the mention of the friendliness and informality the
3 majority of the British tutors had obviously been adept at putting students
4 at their ease embarking on constructive criticism or discussion.
5 This was appreciated by almost all students right across sample One
6 student, however, a middle-aged male of high status from a Far Eastern
7 culture, only failed to refer to this factor but also had such deeply
8 entrenched proxemic attitudes he refused to sit alongside me when
9 I discussed his written work, insisting on taking up a position on the other
10 side of the desk. Informality, or what he perceived as informality, in this
11 case clearly disoriented (the word is singularly apt) the student. A further
12 personal observation in respect of formality is also perhaps worth making
13 This concerns the initial bewilderment and utter disorientation occur
14 when students from certain backgrounds (the Turks, I have found to be
15 most prominent in this respect) find mixed with higher learning
16 It is not just that humour is often culture bound and frequently exigent
17 in the demands makes on language competence, it is simply that for
18 certain cultures humour and higher learning do mix, and so the tone may
19 be as something akin to frivolousness or even to blasphemy Of course,
20 in time, students learn to appreciate, or perhaps to put up with, such
21 a style, but the earlier stages may be quite
22 matter of great concern to the overseas students was the question
23 of tutor accessibility and contact time. The majority of interviewed
24 expressed a view in line one mature student who wrote "Being a tutor
25 or supervisor means not only to want to help but also to have time to do
26 so." Another complained "Most of the supervisors are too and can only
27 spare ten to fifteen to their students in a week, which is not
28 nearly to help a student in his or her research." This is an experience
29 that seems to be limited to overseas students from Departments whose
30 post-graduates are almost entirely British. A Department consists
31 largely of overseas students it would seem that their special need for more
32 generous supervision (at least as regards time) is by the staff,
33 it is certainly appreciated by the student may make this problem
34 peculiarly difficult for the overseas student is that in own society he
35 may have a tradition of much frequent and much more easy access,
36 as of right (Though the may, of course, also be true) An appointment
37 system may be alien and the business of coming straight to the professional
38 point without the preliminary and sometimes lengthy social courtesies
39 may be interpreted as most unpleasant, if not downright crude.

from
among
who
before

TASK THREE

Look carefully at the QUESTIONS on pages 10-12 of this booklet to see what information you need from the third reading passage in order to answer them.

Then read the third passage, Pre-Sessional Course Design, on pages 6-9 of the SOURCE BOOKLET and answer the QUESTIONS in the spaces provided.

Check your ANSWERS carefully.

You have 30 minutes for this task.

Turn over the page and read the QUESTIONS.

TURN OVER ...

1. Write another word or phrase that could replace "Thus" in line 6.

2. From Section I find one word which means the same as "include".

3. In Section I, according to the author, from what three points of view can the language needs of students be looked at?

a)

b)

c)

4. Write another word or phrase that could replace "us" in line 59.

5. In Section II, according to the author, which skill do most students experience greatest difficulty with on arrival?

6. In Section II, what was the purpose of gathering information on the language problems of overseas students?

7. In Section III, according to the author, what facilities are available for those students who want help with grammar?

8. Write another word or phrase that could replace "it" in line 101.

9. Below are three headings for Sections I-III in the text. Against each heading indicate the section of the text for which that heading would be the most suitable.

- a) Course Activities Section _____
- b) The Language Needs of Students Section _____
- c) The Relative Importance of Students' Difficulties Section _____

10. The next to last paragraph of the third reading passage is not shown on page 8 of the SOURCE BOOKLET. The following four sentences originally formed that paragraph, but they are not in the correct order. Indicate, by numbering 1-4 in the boxes, the order in which you think the sentences originally appeared.

In addition, flexibility is provided by the use of teaching materials which cater for a range of abilities.

11

These open periods allow a tutor to work at the pace of the group and include practice in the period that he considers desirable.

10

Finally, flexibility is also incorporated in the progress tests given at the end of each Block, each tutor determines his/her own test content.

11

Some flexibility is given to each tutor and group by including a number of open periods per week.

□

11. Where does the author suggest you look for further information on:

- a) understanding lectures and taking notes?

- b) getting people to repeat or clarify what they have said, particularly in seminars?

TURN OVER

12. Look closely at Figure 1, page 9 of the SOURCE BOOKLET. Describe briefly the main differences between the activities taking place in Blocks I and II.

[illegible]

PART TWO - LISTENING COMPREHENSION

This is a test of your ability to understand spoken English by making notes and using them to answer questions. You will have only one task to do in approximately 30 minutes.

You will hear a tape recording of a short interview ONCE only. A written OUTLINE of the interview is printed in this booklet to help you to follow what the speakers are saying. The OUTLINE consists of a number of QUESTIONS. You have to make NOTES in the spaces provided while you are listening to the interview. After the interview, you will have time to go through the NOTES you have made and use them to write ANSWERS.

Name _____

TURN OVER

You will hear an interview with two people responsible for organising a pre-sessional course at a British university.

The recording is about 10 minutes long and it will be played once only.

AN OUTLINE OF THE INTERVIEW starts on the next page of this booklet. It consists of a number of QUESTIONS. While listening to the INTERVIEW make NOTES in the spaces provided under each of the QUESTIONS. These NOTES will not be marked.

You will be given time after the INTERVIEW is finished to use these NOTES to write your ANSWERS. Use the OUTLINE to follow what the speakers are saying.

Now read through the OUTLINE to try to find exactly what information you need to listen for. You have 3 minutes to do this.

TURN OVER

LECTURE OUTLINE

1. According to the speakers where do most of the students on the present pre-session course come from?

NOTES: _____

ANSWER: _____

2. According to the female speaker, Hazel, what are the two problems overseas students have on arrival?

NOTES: (i) _____

(ii) _____

ANSWER: (i) _____

(ii) _____

3. According to the male speaker, Don, what problem do they have?

NOTES: _____

ANSWER: _____

4. Why does it seem to the female speaker, Hazel, that the spoken English of students attending the pre-session course has improved in the three years she has been involved with it?

NOTES: _____

ANSWER: _____

5. According to Don, what is a common problem overseas students have in speaking English?

NOTES: _____

ANSWER: _____

6. According to Don, why is listening to spoken English so difficult on arrival?

NOTES: _____

ANSWER: _____

7. What does he say normally happens to the listening ability of overseas students over a period of time?

NOTES: _____

ANSWER: _____

8. What problem do some good communicators have with spoken English?

NOTES: _____

ANSWER: _____

9. On the whole, what do the two speakers think about the opportunities overseas students have to speak to English people?

NOTES: _____

ANSWER: _____

10. What does Don think the main advantages are in attending a pre-session course?

NOTES: _____

ANSWER: _____

TURN OVER

11. What does Hazel see as the main advantage?

NOTES: _____

ANSWER: _____

12. The interviewer asks questions on three main topics. The first of these topics is the numbers of overseas students and their countries of origin. What are the other two?

NOTES: (i) _____

(ii) _____

ANSWER: (i) _____

(ii) _____

PART THREE - WRITING

This is a test of your ability to write in English, in complete sentences, and organise your work so that what you write is clear and answers the questions you are asked. You have 2 tasks to do in 65 minutes.

Task One - Writing a summary using:

- a) notes made on the third reading passage in Part One,
- b) relevant information from Part Two.

Task Two - Rewriting a short passage which contains a number of errors, making all the necessary corrections.

TURN OVER

TASK ONE

Re-read the passage, Pre-Sessional Course Design, on pages 6-9 of the SOURCE BOOKLET. As you do so, make NOTES in the space provided which will help you to summarise what is said in it about the problems overseas students have with spoken English (listening and speaking).

WARNING: some of the material in the reading passage is not relevant to this writing task.

The NOTES you make will not be marked.

To complete the task you should also use relevant information from both the OUTLINE to PART TWO, TASK ONE on pages 15-17 and the information you wrote down yourself.

Then, in your own words as far as possible,

*summarise what is said about the problems overseas students have
in listening to and speaking English*

and

state your own views on the problems discussed.

You should write about 250 words.

You have 50 minutes to complete this writing task.

TURN OVER ...

NOTES:

Problems overseas students have in listening to and speaking English

Your own views:

ANSWER:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

TURN OVER

TASK TWO

The following extract contains a number of errors in grammar, spelling, punctuation and choice of words. Rewrite this as a formal piece of work for your tutor, making all the necessary corrections but not altering the general sense the writer intended to convey.

You have 15 minutes for this task.

VERSION ONE WITH ERRORS

Reading Difficulties Encountered by Students

Several writer have point to problems in the reading comprehensive activities of overseas students. Beard (1970, pp.189-190) has argue that the problems is as not heavy in reading as in listning because student can work at own pace and always read again. however, Jordan (1977) quoted a general unability on the part of a overseas student to read quickly or understand the complicated of academic writing He researched (p.16) that the avarage student have only one speed (e.g. slow) for silent reading - about one hundred and 50 to one hundred and sixty words the minute. Edwards (1978 pp 316-317) remarked similar difficulties and had added that of aloud reading.

Rewrite the passage here:

Reading Difficulties Encountered by Students

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

SOURCE BOOKLET

**TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T. E. A. P.)**

Session IIA

- 1 -

FIRST READING PASSAGE

OVERSEAS STUDENTS IN BRITAIN.
THE BACKGROUND

by PETER WILLIAMS

Section I

Numbers and growth of overseas students, by sector

- Table 2.1 shows the numbers of overseas students in Britain and their distribution by sector. One can see that in the most recent years the grand total has contained three main constituents - university students comprising about 30%, other advanced and non-advanced further education around 40%; and the remaining, mainly private, category around 30%. The proportion in publicly-financed institutions who were benefiting from any government subsidy before full-cost fees were introduced was thus about 70% of the total enumerated by the British Council.
- ¹⁰ Table 2.1 also shows the growth and changing composition of overseas student numbers over a twenty-year period. Overall, numbers roughly trebled in this time. after growing by approximately 50% in the 1960s they doubled during the 1970s. The publicly financed sector of education witnessed a much faster rate of growth than the non-public sector: indeed in the 1970s the public sector tripled in size while the non-public sector is actually recorded as having declined. This helps to explain the rising level of government concern over the cost to public funds of educating large numbers of overseas students.
- ¹⁵

Table 2.1 is overleaf.

TURN OVER...

Table 2.1 Growth and composition of overseas student numbers 1958/59 to 1978/79 by main category (figures in brackets denote percentages of grand total)

Sector/level of education	1958/59	1968/69	1973/74	1977/78	1978/79	Change 1968/69 to 1978/79 (%)
A. Publicly financed institutions						
<u>Universities</u>						
1. Post-graduate	n.a.	9019 (13)	15144 (16)	18552 (15)	18915 (16)	+ 110
2. Under-graduate	n a.	6956 (10)	10177 (11)	17336 (14)	18225 (15)	+ 162
3. <u>Total</u> universities (1 + 2)	10672 (25)	15975 (23)	25319 (27)	35888 (29)	37140 (31)	+ 132
4. Other advanced further education	n.a.	5554 (8)	9755 (10)	22675 (18)	22485 (19)	+ 305
5. <u>Total</u> higher education (3 + 4)	n.a.	21529 (31)	35073 (37)	58563 (47)	59625 (50)	+ 177
6. Non- advanced further education	n a.	8744 (13)	18091 (19)	27544 (22)	27154 (23)	+ 211
7. <u>Total</u> publicly financed institutions (5 + 6)	21113 (50)	30273 (43)	53164 (56)	86107 (70)	86779 (73)	+ 187
B. All other institutions (private sector)						
8. Non-publicly financed education	20987 (50)	39546 (57)	42045 (44)	37652 (30)	32780 (27)	- 17.1
Grand total overseas students in Britain						
9. (7 + 8)	42100 (100)	69819 (100)	95209 (100)	123759 (100)	119559 (100)	+ 71.2

Source: British Council. *Statistics of Overseas Students in Britain*, successive editions.

In the *university* sector one notes that overseas numbers trebled in the 1960s and 1970s. Within universities the undergraduate element remained strong: it rose from 40% in 1973/74 to 49% five years later. This development has confounded the Robbins Committee expectation that, as university institutions developed overseas, students would be much less inclined to come to Britain for study at undergraduate level. The trend may be quite largely because of a tendency for wealthy but possibly vulnerable minorities, especially in Malaysia and certain other Asian countries, to seek undergraduate places in Britain for their children.

In the *non-university* sector of higher and further education (i.e. polytechnics, colleges of education and other further education establishments) the growth was spectacular, doubling every five years during the 1970s. There was a rapid increase of overseas students in advanced courses, mainly in polytechnics. Enrolment at non-advanced level was almost entirely concentrated outside the polytechnics. The figure of 27,154 non-advanced students in 1978/79 contained a large element (13,100) of students taking General Certificate of Education (GCE) and Scottish Certificate of Education (SCE).

Overseas students *outside the publicly financed sector* constitute something of a catch-all category with some very disparate elements, e.g. those in private colleges, nursing training and hospital work, language assistants and trainees in government and industry. Overseas student nurses, once the largest group, grew from about 6000 to 20,000 in the 1960s, but in the 1970s they receded to 7400, under 40% of their former number. This decline was largely offset by recorded numbers in private colleges (language, secretarial, GCE studies, etc.) increasing from 9000 to 18,000 between 1972/73 and 1978/79.

Section II

Proportions, concentration and subjects of study

Not just the overall number, but also the proportion and distribution of overseas students in the total UK student body, is of interest to policy-makers, particularly in the context of discussions of whether overseas students have in some sense been marginal to the system or alternatively have displaced home students. Table 2.2, covering higher education only, suggests that the proportion of overseas students doubled in six years up to 1977/78, after dropping sharply in the 1960s.

Table 2.2 highlights the stagnation of home enrolments, which grew from 438,000 to only 453,000 (3.4%) over an eight-year period in which overseas numbers grew from 26,000 to 56,000 (115%).

Table 2.2 Proportion of overseas students in UK higher education

<i>Year</i>	<i>Total enrolment (thousands)</i>	<i>Of which overseas (thousands)</i>	<i>Overseas (%)</i>
1971/72	464	26	5.6
1972/73	473	30	6.3
1973/74	481	34	7.1
1974/75	487	40	8.2
1975/76	505	48	9.5
1976/77	515	55	10.7
1977/78	509	57	11.2
1978/79	508	58	11.4
1979/80	509	56	11.0

Sources: Committee of Vice-Chancellors and Principals, and other sources.

The rise in the proportion of overseas students in Britain must be seen in the context of mushrooming higher education demand abroad which caused students there to 'overflow' into foreign study. At a time of exceptionally sluggish demand in Britain, the proportion of overseas students consequently rose. The figure of 11% in Table 2.2 is, of course, an average figure. In individual institutions, at some levels of study, in particular subjects and on some individual courses, the proportions are sometimes very high (and in other cases they may be negligible):

- 65 (1) In terms of *institutions* one finds that in British universities, for example, an average figure of 11% for overseas students has been compounded of proportions of as much as 34% at the University of Manchester
70 Institute of Science and Technology, 19% overall at the University of London, but only about 4% at Keele or Leicester Universities. Within London University some individual Schools such as Imperial College, the Institute of Education, London School of Economics, and School of Oriental and African Studies have had around a third of their students from overseas, and the School of Hygiene and Tropical Medicine as much as three-quarters. In polytechnics and further education colleges
75 one has also encountered very high concentrations of overseas students, especially in the London area.
- (2) There is a similar contrast between *levels of study*. In the universities the number of overseas postgraduate students, at over 18,000 in 1978/79, was only slightly in excess of the number of overseas undergraduates. But the overseas postgraduates constituted 37% of the total
80 student body at that level, whereas the overseas undergraduates were only 7% of all undergraduates. At postgraduate level overseas students seem to have been concentrated more heavily in taught courses than in research degree courses.
- 85 (3) The distribution by *subject* is also uneven. Data relating the overseas students to the total student body by subject were available only for the universities. At undergraduate level, overseas students are most numerous in engineering and technology where they constituted 21% of all students in 1977/78, but in almost all other subject areas they
90 accounted for only 2 - 6% of the total student body. At postgraduate level their proportions were much higher, as we have noted, but with unusually high proportions in engineering and technology (57%), agriculture and forestry (56%) and medicine (44%). The largest numbers of overseas students at postgraduate level are in science, in social
95 administrative and business studies and in engineering and technology. These last two subject groups are also much the most important in non-university higher and further education, with science a long way behind in third place. The overall pattern certainly confirms the point made by Oxenham in respect of the Third World that students come to Britain
100 mainly to pursue development-oriented applied studies rather than arts and pure science. When the data are analysed by individual subject (rather than subject groups) figures recently compiled show that overseas proportions rise to very high levels in some cases. To take two large groups in 1978/79, 70% of 885 students on university taught postgraduate economics courses and 54% of 965 students doing research courses
105 in electrical engineering were from overseas. In the case of some less well patronised subjects the proportions of overseas students reached 70-80% of the total student body.

- 110 (4) When the effects of institution, level and subject are combined and
examined at *course* level, one finds some individual courses with
heavy concentrations of overseas students. In the case of non-uni-
versity institutions an analysis made for the London area in 1978/79
shows a high proportion of courses at all levels with over 25% over-
seas students. Indeed many of the higher degree courses appear to
115 have existed almost entirely for overseas students: some had 100%
overseas enrolment.

THIRD READING PASSAGE

Line No.

Pre-Sessional Course Design

SECTION I

- 1 The language needs of students can be looked at from three points of view but all relate to the students' proficiency in English at the beginning of a course and all need to aim at some target at the end.
- 5 1. A student needs to survive in a social environment from the moment he arrives. Thus we include an element of Social English early in the course. The approach is functional and we concentrate on greetings, conversational openings and responses, requests, invitations, accepting/declining invitations, apologies.
- 10 2. A student needs language and techniques for academic studies in general. This applies equally well to British students, of course, as is ably demonstrated by Ruth Beard in "Teaching and Learning in Higher Education" (Penguin Books).
- 15 Thus we include an element of study skills. This involves: Lecture Comprehension and Note-taking⁽¹⁾, Academic Writing⁽²⁾ (which concentrates on the following functions: describing, defining, exemplifying, classifying, comparing and contrasting, interpreting data, observations, assumptions, inferences and conclusions), Seminar Strategies⁽³⁾ (which concentrate on asking for repetition or clarification), Dictionary Use (based on the ALD), and some Reading for Information.
- 20 3. A student needs practice in the language associated with his specific subject (syntax, lexis, style). Thus we include an element of ESP later in the course. The approach is a mixture of functional and study skills, concentrating particularly on those functions practised in the Academic Writing sessions viz. describing, defining, etc., and using also some of the techniques practised in the Lecture Comprehension and Note-taking Units.
- 25 30

Our starting point then is the student's proficiency in English, which determines which of the four groups he is placed in. The content of the course is geared to his language needs, and the target is communicative adequacy, supported by grammatical competence, sufficient to enable the student to cope with a real-life task viz. listening to a lecture, taking notes, writing a report and extending it to incorporate certain prescribed features e.g. a definition and then to make a comparison.

35

- 40 In designing the course, how are the different needs balanced?

Line No.

SECTION II

In December 1972 a survey of the English problems of overseas students was conducted among a total of 106 overseas post-graduate students at the Universities of
45 Manchester and Newcastle upon Tyne⁽⁴⁾. The survey indicated that the vast majority of students considered understanding of spoken English to be their biggest problem on arrival (listed by 70%). This was followed by speaking (48%) and writing (11%). Reading was in final place (4%). Six months
50 later speaking was considered to be the biggest problem (listed by 42%), followed by understanding of spoken English (39%). Writing had increased as a problem (from 11% to 22%) as students discovered problems connected with writing essays and reports that they were now expected to submit.
55 Reading was still considered to be significant as a problem (1%).

The information gained from the survey together with our own observations, discussions with students, and feedback from earlier courses helped us in determining where the
60 emphasis should be placed in the course. Overall, for an individual student, about 45% of the time is allocated to listening, 30% to speaking, 20% to writing and 5% to reading. This is according to language skills. Onto this pattern has to be fitted the various language needs.

SECTION III

- 65 1. Although many of the students have opted to join the course and can therefore be presumed to have a reasonable motivation, nevertheless we felt it worthwhile noting those items that seemed to stimulate interest. In addition, nearly
70 all the students have experienced some kind of traditional grammar-based English teaching in their own country in secondary schools. To adopt the same approach would be self-defeating in that it might automatically reduce motivation, especially if it has failed before. Therefore a different approach may help because it is different.
- 75 (a) Many students liked working in the language laboratory in the library mode, i.e. without being monitored, using self-access material, commercially-produced or produced by us.
- (b) Most students liked the opportunity to have individual
80 help while preparing a short talk, this is one of the features of afternoon activities.
- (c) Working together in pairs or small groups on projects, such as analysing the content of English newspapers or conducting some elementary research into traffic
85 problems, was appreciated.

TURN OVER ...

Line No.

(d) A number of students liked doing grammatically-based exercises and wanted more; the Remedial Grammar Bank caters for this need, so also does some of the material in the language laboratory.

90 (e) The E.S.P. sessions were generally popular as the students felt they were "coming to grips" with their reason for being in Manchester at all, viz. their own subject.

(f) A number of students commented that they liked the framework of discipline surrounding the course, part of
95 which required some homework and preparation.

Variety of activity was also seen as a means of maintaining or increasing motivation. Several years ago we had one timetable that operated for the whole seven weeks. We soon found that both the students and the tutors became bored or stale
100 by about half-way through the course. This led us to re-think the timetable. Eventually we brought it into line with the expressed language needs of the students.

2. The students initially experience most difficulty with the receptive skill of listening and understanding, therefore this
105 should have the emphasis at the beginning of the course. Later, the students experience most difficulty with the productive skills of speaking and writing, therefore these receive most emphasis later in the course. The change in emphasis is reflected in the timetable. There is one timetable
110 for the first week, known as the introductory week: this time is utilised in familiarising the students with a number of the components of the course e.g. using the dictionary, taking notes, using the tape-courses in the language laboratory. There are a further three timetables, each one covering a
115 block of two weeks, and each one is different, gradually changing the emphasis: for example, Social English is needed immediately for shopping, finding accommodation etc., it is therefore included in Block I. Full-scale lectures, given by lecturers from other Departments, are like the real Uni-
120 versity situation, and therefore appear in Block III.
3. Change or variety is also reflected in the daily timetable: the morning focuses on the listening comprehension and note-taking, especially in the first half of the course. Later, writing units and E.S.P. are introduced. The afternoons focus on
125 the productive skills of conversing, giving a talk, discussing, and individual practice in the language laboratory. There is also a change of tutor in the afternoon sessions.

This part of the passage now forms Question 10 of the short answer questions on page 11 of the ANSWER BOOKLET.

In conclusion, the exact course components and their integration within the framework of the course are best seen by examining
130 the course outline which is contained in Figure 1.

References:

1. Described in detail by Alan Matthews in this volume.
2. Described in detail in ELT Documents, ETIC, the British Council, London, December 1977, "English for Academic Purposes: Practice Material for the Listening Comprehension and Writing Needs of Overseas Students".
3. Described in detail by Graham Cawood in this volume.
4. Published in the Journal of the Institutes of Education of the Universities of Newcastle upon Tyne and Durham Vol. 25, No. 125, November 1973.

FIGURE 1 University Pre-sessional English
Course Outline

(✓ = presence of the item - = absence of the item)

BLOCK MORNING	Week	Intro						
		1	2	3	4	5	6	7
Listening Comprehension & Note taking		✓	✓	✓	✓	✓	✓	✓
Academic Writing		-	-	-	✓	✓	✓	✓
E S P		-	-	-	✓	✓	✓	✓
Seminar strategies & seminars		-	-	-	✓	✓	✓	✓
Guest lectures		-	-	-	-	-	✓	✓
Projects		-	✓	✓	✓	-	-	-
Open periods		-	✓	✓	✓	✓	✓	✓
Progress tests		✓	-	✓	-	✓	-	✓
AFTERNOON								
Preparation for Language laboratory		✓	✓	✓	-	-	-	-
Language laboratory		✓	✓	✓	✓	✓	✓	✓
Social English		✓	✓	✓	-	-	-	-
Reading for information		-	✓	✓	-	-	-	-
Talks/discussion		-	-	-	✓	✓	✓	✓
Open periods		-	-	-	✓	✓	✓	✓

Appendix 4.1.3

Answer Booklet and Source Booklet for Session IIB

ANSWER BOOKLET

**TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T.E.A.P.)**

Session IIB

Name _____

GENERAL INTRODUCTION TO SESSION II

Session II of the test has three parts. You must write all your answers in this booklet. Here is a brief description of the three parts of the test, so that you know what to expect. There will be detailed instructions before each part.

PART ONE

This is a test of your ability to read in English. There are 3 different reading passages. You have 3 tasks to do in 80 minutes.

Task One - Answering multiple choice questions on the first reading passage.

Task Two - Finding words missing from a second passage and writing these words in boxes provided.

Task Three - Writing short answers to a number of questions on a third passage.

PART TWO

This is a test of your ability to understand spoken English by making notes and using them to answer questions. You will have only one task to do in approximately 30 minutes.

You will hear a tape recording of a short interview **ONCE** only. A written **OUTLINE** of the interview is printed in this booklet to help you to follow what the speakers are saying. The **OUTLINE** consists of a number of **QUESTIONS**. You have to make **NOTES** in the spaces provided while you are listening to the interview. After the interview, you will have time to go through the **NOTES** you have made and use them to write **ANSWERS**.

PART THREE

This is a test of your ability to write in English, in complete sentences, and organise your work so that what you write is clear and answers the questions you are asked. You have 2 tasks to do in 65 minutes.

Task One - Writing a summary using:

- a) notes made on the third reading passage in Part One,
- b) relevant information from Part Two.

Task Two - Rewriting a short passage which contains a number of errors, making all the necessary corrections.

Now turn to page 2 and start PART ONE of the test.

PART ONE - READING COMPREHENSION

This is a test of your ability to read in English. There are 3 different reading passages. You have 3 tasks to do in 80 minutes.

Task One - Answering multiple choice questions on the first reading passage.

Task Two - Finding words missing from a second passage and writing these words in boxes provided.

Task Three - Writing short answers to a number of questions on a third passage.

.

TURN OVER

TASK ONE

On pages 4-6 of this booklet you will find 14 multiple choice items testing your understanding of the passage on pages 1-2 of the SOURCE BOOKLET.

Attempt all items. There will be one mark for each correct answer.

Answer by drawing a line through the upper part of the box of the appropriate letter on the ANSWER SHEET, e.g. if the answer to item 8 is C it should appear like this.

8.

A
B

C
D

There is only one correct answer for each item.

If you change your mind, shade in the lower part of the box you have marked and draw a line through the upper part of the box of the letter you now think correct, e.g. to cancel C and enter A instead, it should appear like this.

8.

A
B

C
D

First look carefully at the QUESTIONS on pages 4-6 of this booklet to see what information you need from the passage to answer them.

Read the passage, Observing, Handling and Recording Data, on pages 1-2 of the SOURCE BOOKLET and mark your answer on the ANSWER SHEET provided.

You have 30 minutes for this task.

Turn over the page and read the QUESTIONS.

TURN OVER ...

1. As used in line 5, a 'scale' is
 - A. a diagram showing some experimental apparatus.
 - B. a series of accurately spaced marks.
 - C. a set of instructions for performing an experiment.
 - D. an instrument for weighing small quantities.

2. In lines 16-17 the author refers to 'extraneous influences'. He suggests that these:
 - A. cause errors other than instrument errors
 - B. increase instrument errors.
 - C. are more important than instrument errors.
 - D. cause errors greater than instrument errors.

3. In lines 12-19 what is an example of an instrumental error?
 - A. A draught from a door.
 - B. An impure chemical sample.
 - C. A thermometer incorrectly calibrated.
 - D. Wrongly bottled chemicals.

4. The essential idea put forward in lines 20-29 is that
 - A. constant temperature surroundings should be maintained
 - B. experiments should be conducted in draught-free surroundings.
 - C. the accuracy of all instruments should be checked
 - D. practical experiments should be carefully controlled

5. According to the author, which of the following would increase the possibilities of "random error"?
 - A. Using a spectrometer which is improperly calibrated.
 - B. Failing to repeat an experiment a sufficient number of times.
 - C. Carrying out a titration with an imperfect burette.
 - D. Measuring lengths with a tape measure which has stretched.

6. In lines 38-43, what will be the result of repeating a titration using the same burette?
 - A. Random errors will be reduced .
 - B. There will be a smaller instrument error.
 - C. The result will be less accurate than if only one titration had been carried out.
 - D. Systematic errors can be ignored.

7. The reference cited in lines 44-45 indicates that further information on the subject of the treatment of errors can be obtained by
 - A. writing to the Open University.
 - B. consulting the book mentioned in the footnote.
 - C. contacting the author of the passage.
 - D. taking a course at the Open University.

8. According to the author, in lines 52-62, how might experimental errors be minimised?
- A. By ignoring the smaller errors.
 - B. By writing each error as an absolute uncertainty.
 - C. By drawing the best line through the points on a graph.
 - D. By writing each error as a percentage uncertainty.
9. What is the main advice given in lines 66-75?
- A. Do not do mental arithmetic.
 - B. Avoid the use of loose scraps of paper.
 - C. Note all readings in tabular form.
 - D. Record all information in a notebook.
10. In line 70, the student is advised not to "do mental arithmetic", when taking readings, because
- A. such calculations cannot be verified afterwards.
 - B. such calculations can be done more accurately on a piece of paper.
 - C. electronic calculators are easy to use.
 - D. a PDP11 computer is available for working out results.
11. The length, breadth and thickness of a metal bar measured as accurately as possible by three different instruments are respectively 3.175m, 1.52m and 0.3256m. Thus the volume is 1.5713456m^3 . According to lines 76-85 the answer should be quoted as
- A. 1.6.
 - B. 1.57.
 - C. 1.571.
 - D. 1.5713.
12. One may conclude from the text that
- A. repeating an experiment will get rid of all errors
 - B. instruments are always inaccurate.
 - C. small errors may be ignored.
 - D. absolute accuracy cannot be attained.
13. Errors are defined and classified
- A. in Section I.
 - B. in Section II.
 - C. in Section III.
 - D. throughout the text.

TURN OVER

14. The author says much of error treatment is common sense . What does he give as an example?
- A. If there are two sources of error, one can be ignored.
 - B. A small uncertainty can be ignored when a much larger one is present.
 - C. Always draw the best line through the points on a graph.
 - D. A quantitative approach to error treatment is unnecessary.

TASK TWO

In the second reading passage the author describes the diesel engine.

One word has been omitted from some of the lines. Those lines with a word missing have a number on the left side and a box on the right side. On these lines mark the place where you think a word has been omitted and write the missing word in the box provided.

The first four have been done for you.

You have 20 minutes for this task.

TURN OVER

- 8 -

SECOND READING PASSAGE

The Diesel Engine

- 1 In a petrol engine/mixture of petrol and air is ignited by
2 an electric spark from the spark-plug/a diesel engine has no
3 spark-plugs. Another essential difference is that/uses
4 a/type of fuel - gas oil.

or
but
it
different

- 5 Ignition in a diesel engine is caused by compression,
raises the temperature of the air in the combustion chamber above
the flash-point, or self-ignition temperature, of the fuel.

- Diesel fuel, less easily evaporated than petrol, is not drawn
6 in with air as a mixture, is sprayed under high pressure
7 from an injector into the combustion chamber, where
8 ignites on contact with the hot, compressed. Each
injector is supplied with fuel in metered quantities and at
9 a high pressure by an engine-driven. The accelerator
controls the amount of fuel delivered by the pump, and hence
the power delivered by the engine.

- 10 The diesel's lie in its greater efficiency (resulting
11 in fuel costs), longer life and lower maintenance costs.

- Its disadvantages include a high initial cost, greater weight,
12 a somewhat rougher idling, some smell, a noise level
and slower acceleration.

--

- 13 In a medium-sized car, gas is compressed about one-ninth
of its original volume, giving a compression ratio of 9:1;
14 in a diesel engine it may be as high as 22:1, to
15 the temperature air to the flash-point temperature of the
diesel fuel.

- 16 A diesel engine has a much smaller combustion chamber
17 a petrol engine, and higher compression ratio results in
18 greater efficiency more potential heat-energy is
19 converted into power and heat is wasted.

- To ensure that the correct amount of fuel is injected at the
20 right moment, each cylinder on a diesel engine fitted with
an injector. A pump, driven at half crank-shaft speed,
21 forces fuel the combustion cylinders in their firing order.

- 22 In the diesel 4-stroke cycle, pure air is into the
cylinder on the suction stroke; fuel is injected and starts
23 to burn the end of the rising compression stroke;
24 pressure from expanding gases forces the piston down on
25 power stroke and burnt gases escape the piston rises on
its exhaust stroke.

TASK THREE

Look carefully at the QUESTIONS on pages 10-11 of this booklet to see what information you need from the third reading passage in order to answer them.

Then read the third passage, Was Man's Ancestor a Spore from Outer Space?, on pages 3-4 of the SOURCE BOOKLET and answer the QUESTIONS in the spaces provided.

Check your ANSWERS carefully.

You have 30 minutes for this task.

Turn over the page and read the QUESTIONS.

TURN OVER ...

1. What can we infer from the author's use of "even" in line 20?

2. What are "they" in line 36?

3. In lines 33 - 39, according to the author, what were inter-stellar grains, according to the first theory?

4. What is the meaning of "way-out" in line 49?

5. How does the author define the word "spectrum"?

6. What produced, in terms of a spectrum, a better fit for the grains than cotton?

7. What does the scientific community think of Hoyle's interpretation that the grains were micro-organisms?

8. According to lines 33-52, how were Hoyle and Wickramasinghe trying to understand the nature of the inter-stellar grains?

9. Give another word or phrase that could replace "so" in lines 40, 48 and 84.

10. What particular aspect of Hoyle's life-from-space theory resulted from considering mathematical probabilities?

11. What was the starting point of the life-from-space theory put forward by Hoyle and Wickramasinghe?

12. What was Professor Pflug's finding which gave support for the theory of life-from-space?

TURN OVER

PART TWO - LISTENING COMPREHENSION

This is a test of your ability to understand spoken English by making notes and using them to answer questions. You will have only one task to do in approximately 30 minutes.

You will hear a tape recording of a short interview ONCE only. A written OUTLINE of the interview is printed in this booklet to help you to follow what the speakers are saying. The OUTLINE consists of a number of QUESTIONS. You have to make NOTES in the spaces provided while you are listening to the interview. After the interview, you will have time to go through the NOTES you have made and use them to write ANSWERS.

.

Name _____

TURN OVER ...

You will hear an interview with three scientists about their views on the origin of life on earth.

The recording is about 10 minutes long and it will be played once only.

AN OUTLINE OF THE INTERVIEW starts on the next page of this booklet. It consists of a number of QUESTIONS. While listening to the INTERVIEW make NOTES in the spaces provided under each of the QUESTIONS. These NOTES will not be marked.

You will be given time after the INTERVIEW is finished to use these NOTES to write your ANSWERS. Use the OUTLINE to follow what the speakers are saying.

Now read through the OUTLINE to try to find exactly what information you need to listen for. You have 3 minutes to do this.

TURN OVER

LECTURE OUTLINE

1. Why does Professor Sir Fred Hoyle make a comparison between "... a whirlwind sweeping through a junkyard ..." and the view that life originated on earth?

NOTES: _____

ANSWER: _____

2. Where do Hoyle and Professor Chandra Wickramasinghe suggest that the "seeds of life on earth" came from?

NOTES: _____

ANSWER. _____

3. D.A. Allen and Dia Wickramasinghe have been using the Anglo-Australian telescope to observe the starlight absorbed by dust clouds towards the centre of our galaxy. What do they cautiously conclude about the absorption patterns in part of the infra red area of the spectrum?

NOTES: _____

ANSWER: _____

4. What did Hoyle find by looking at the infra red spectra of particles in space in a similar way to living cells in the laboratory?

NOTES. _____

ANSWER: _____

5. What is the distinction Hoyle makes between organic molecules, which might possibly give the same spectral readings, and living matter?

NOTES. _____

ANSWER: _____

6. What support does Pflug's research provide for Hoyle's theory?

NOTES: _____

ANSWER. _____

7. Why is the speed with which the Murchison meteorite was taken for laboratory analysis, after it hit the ground, important?

NOTES: _____

ANSWER: _____

TURN OVER

8. Why is Pflug so sure that the micro fossils once were living cells?

NOTES: _____

ANSWER: _____

9. Where does Pflug think the micro fossils, found in meteorites, originate from?

NOTES: _____

ANSWER: _____

PART THREE - WRITING

This is a test of your ability to write in English, in complete sentences, and organise your work so that what you write is clear and answers the questions you are asked. You have 2 tasks to do in 65 minutes.

Task One - Writing a summary using:

- a) notes made on the third reading passage in Part One,
- b) relevant information from Part Two.

Task Two - Rewriting a short passage which contains a number of errors, making all the necessary corrections.

TURN OVER

TASK ONE

Re-read the passage, Was Man's Ancestor a Spore from Outer Space?, on pages 3-4 of the SOURCE BOOKLET. As you do so, make NOTES in the space provided which will help you to describe Hoyle's theory and summarise the arguments that are made to support it.

WARNING. some of the material in the reading passage is not relevant to this writing task.

The NOTES you make will not be marked.

To complete the task you should also use relevant information from both the OUTLINE to PART TWO, TASK ONE on pages 14-16 and the information you wrote down yourself.

Then, in your own words as far as possible,

briefly describe Hoyle's theory

and

summarise the arguments that are made to support it.

You should write about 250 words.

You have 50 minutes to complete this writing task.

NOTES:

Hoyle's theory -

NOTES:

Arguments supporting Hoyle's theory -

ANSWER:

[illegible]

TURN OVER ...

TASK TWO

The following extract contains a number of errors in grammar, spelling, punctuation and choice of words. Rewrite this as a formal piece of work for your tutor, making all the necessary corrections but not altering the general sense the writer intended to convey.

You have 15 minutes for this task

VERSION ONE WITH ERRORS

The chemistry evidence in the Murchison meteorite are very strongly against a biological origin. Certain amino acids were founded in it's extractable organic compounds and these have what is call an assymetric carbon atom which allow it two exist as two completely separete structural forms. In all cases in terrestrial biology one form is prefered unique over the other. In terms of 'L' and 'D', it wants always be one hundred per cent 'L' amino acids, which are biological. in the meteorite we find a mixture fifty/fifty both 'L' and 'D' amino acids. This is meaning that they must to be indigonous of the sample because if there were recent terrestrial contamination there would only be the one form: It would only the L form be.

Rewrite the passage here

[illegible]

SOURCE BOOKLET

**TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T. E. A. P.)**

Session II B

FIRST READING PASSAGE

Line No.

Observing, Handling and Recording Data

Section I Limitations on Accuracy

- 1 Every scientific experiment is liable to error and in order to have reliable data to work with a student must learn to be aware of the various ways in which faulty results can arise. First of all there is simple human error. This may consist of pure carelessness in which, say, a scale is simply misread. The repetition of simple readings by the student (with, of course, due care) will usually prevent this kind of mistake. More common, however, is bias in observation. An example of this is that of parallax. If the eye is not positioned to give a perpendicular sighting of a scale then an incorrect reading can result (say from the pointer on an electrical meter, or the mercury thread in a thermometer).

As well as human error, there are instrumental errors in a given experiment. For example a micrometer screw may be prone to uncertainty from backlash, or a thermometer may be incorrectly calibrated. Even expensive instruments like balances or spectrometers can be incorrectly calibrated. Beyond instrument errors there may be other extraneous influences. A chemical sample may be impure (or even in the wrong bottle). The draught from a door may disturb the temperature of a thermostat.

Thus it is important to learn to exercise control when undertaking practical experiments. Some problems can be solved easily and others require more care. Of course draughts can be shielded. Objects, like a metal rule, which may expand or contract with temperature changes can be kept in a constant temperature environment. Instrument calibrations can be checked. For instance, a thermometer may be placed in melting ice to check its 0°C graduation. The zero reading on a balance is easily checked and the balance adjusted if necessary. Or again a sample with a spectral line of known wavelength may be used to check the wavelength scale of a spectrometer.

However, when all reasonable care has been exercised, there usually remain some basic uncertainties. These remaining errors are usually classified in one of two ways.

- (a) Random - If they arise through the operation of uncontrolled factors. As their name implies they can have equal probability of being positive or negative. Uncertainty arising from random errors can be reduced by repeating the experiment and averaging the results.
- (b) Systematic - These are the apparatus inaccuracies. They cannot be reduced by repetition of a measurement using the same apparatus. For instance Grade B burettes are only accurate to $\pm 0.2\%$. Ten, twenty or even a hundred titrations in the same burette will not reduce this error, although the error in reading the burette, which is random, will be reduced.

Line No.

Section II Treatment of Errors

This subject is only briefly introduced here but is dealt with in more
45 detail in a recommended publication⁽¹⁾. In this course your main aim
should be to get used to recognising sources of error, eliminating
them where possible and acknowledging them when they can't be
eliminated. Try to estimate the size of an error. Ask yourself
questions like "Is this titration good to $\pm 0.2 \text{ cm}^3$ or $\pm 0.05 \text{ cm}^3$?",
50 "Is this equilibrium constant reliable to $\pm 10\%$ ", "Is the slope of
this graph good to $\pm 1\%$ ".

Errors can be expressed either as absolute uncertainties or percentage
uncertainties. A measured or calculated quantity in a properly
conducted experiment is usually written together with its associated
55 uncertainty.

This then shows clearly the range of uncertainty within which the
experimenter confidently expects his or her answer to lie.

Much of error treatment is, in fact, a matter of common sense.

If two factors contributing to a measurement are inherently
60 uncertain by 1% and 10% respectively, then the small uncertainty
may be safely ignored. Drawing the best line through the points on a
graph is one method of minimising errors.

A more quantitative approach to error treatment is introduced in the
second year, but by being familiar with the ideas introduced here,
65 you will have understood the basis for it.

Section III Recording your Results

Record your measurements in a note book (separate from your write-up
book). All comments, observations, calculations, etc., should go into
it. It is bad practice to use loose scraps of paper - they often get
lost. Make a note of the date on which you take the measurements.
70 When taking a reading do not do mental arithmetic (like subtracting
a zero error). Record direct observations and in so doing avoid
making mistakes that cannot later be checked ("That zero error - did
I add it when I should have subtracted it?"). Readings should be
recorded in tables where possible (some examples are given in this
75 manual).

When performing calculations get used to making full use of the
available facilities - electronic calculators and also the PDP 11
computer which is specially available for help in working out the
results of experiments P.4, P.5 and P.7. However, be aware of the
80 correct number of significant figures to retain in a calculated answer.
It is very easy, especially with modern calculators, to accumulate
a string of meaningless digits.

The general rule is that the number of significant figures to quote
in an answer should be equal to the least number given for any
85 quantity on which the answer depends.

¹The Handling of Experimental Data, Science Foundation Course Unit E,
The Open University, Walton Hall, Bletchley, Bucks., 1970.

THIRD READING PASSAGE

Was Man's Ancestor a Spore from Outer Space?

"We are now setting about the forlorn task of disseminating among the stars the seeds of a new humanity ... these units must be so cunningly inter-related that, in favourable conditions, they may tend to combine to form spores of life, and to develop, not indeed into human beings, but into lowly organisms with a definite evolutionary bias towards the essentials of human nature."

- The quotation above comes from W. Olaf Stapledon's 1930 science fiction classic *The First and Last Men*, which chronicles the evolution of the human race two thousand million years into the future. It ends with the last men being driven to Neptune by a flare-up in the sun. They know they are doomed, but in the hope that intelligence will re-emerge elsewhere in the universe, they seed the depths of space with particles predisposed to life.
- 15 Last week, Stapledon's fantasy found an echo that would once have seemed most unlikely. Sir Fred Hoyle suggested that space had been seeded with life-forms by some kind of extra-terrestrial intelligence threatened with extinction - and that these were the origins of life on earth.
- 20 But even Hoyle has never gone quite so far out on a limb as with this current theory, developed with Professor Chandra Wickramasinghe of Cardiff University, that life arrived on earth in the form of functioning cells from outer space. And, in the view of many fellow scientists, he overreached himself last week by adding the element of intelligent purpose. Hoyle and Wickramasinghe have found virtually no support for their ideas among other scientists. Their only recruit to date is a German professor called Hans Pflug who supports Hoyle after finding what seem to be the remains of life-like objects in a meteorite.
- 25 The origin of the life-from-space theory dates back to when Hoyle was still very much in the astronomical mainstream. It all began at Cambridge in the early Sixties, when he and Wickramasinghe were trying to understand the fogging of starlight by inter-stellar grains.
- 30 The main clue to the nature of these grains is their spectrum - the pattern of absorption of light at different wavelengths. This ruled out the first theory about the grains that they were particles of ice. They had to be something more complicated, almost certainly containing the elements hydrogen, oxygen, nitrogen and carbon, abundant in the cosmos. But Hoyle and Wickramasinghe were unable to find materials that would produce the right spectrum.
- 35 The main clue to the nature of these grains is their spectrum - the pattern of absorption of light at different wavelengths. This ruled out the first theory about the grains that they were particles of ice. They had to be something more complicated, almost certainly containing the elements hydrogen, oxygen, nitrogen and carbon, abundant in the cosmos. But Hoyle and Wickramasinghe were unable to find materials that would produce the right spectrum.
- 40 So Hoyle and Wickramasinghe started to try simple organic (carbon-based) materials, again without much success, until by chance in a technical journal they came across an infra-red spectrum of cotton which looked better than anything they had seen before.
- 45 Cotton, however, is mainly carbohydrate and carbohydrate molecules are very complicated indeed and, despite spending a year on it, they were unable to work out any way in which carbohydrates could be produced by non-biological processes.

TURN OVER...

So in 1977 they stepped across the boundary between the unorthodox and the way-out. They proposed that the grains not only contained complex
50 organic molecules but were living bacteria-like organisms. Their size was about right and the spectrum of complete bacterial cells matched that of the grains even better than the cotton did. Hoyle commented.

"It would be very cruel of nature to lead one on like this if the grains are not micro-organisms."

55 But the scientific community is perfectly prepared to accept this cruelty on nature's part. The fit of the spectra is not disputed, but Hoyle's interpretation of it most certainly is. Hardly anyone is prepared to accept such an inherently unlikely explanation just because nobody has yet come up with a better one.

60 Undeterred by the silence with which their ideas were received, Hoyle and Wickramasinghe have gone on to elaborate that life-in-space idea. Huge numbers of cosmic micro-organisms, they suggest, are frozen into comets and reach the earth as cometary debris.

They maintain that evidence for the continual arrival of new micro-
65 organisms on earth is provided by patterns of infection in epidemics, which are sometimes difficult to explain in terms of normal person-to-person transmission, and by the apparent disappearance of diseases like smallpox at certain periods of history. Pflug's finding of what look like carbonised remains of bacteria and microscopic fungi in
70 meteorites has provided a much-needed boost.

But no other scientists have joined Pflug in the Hoyle camp. Like others who have tried to put highly unorthodox ideas across to an unreceptive audience, Hoyle and Wickramasinghe have begun to feel disaffected. The addition of cosmic intelligence to the theory is likely to make
75 things even more difficult for them. Hoyle was driven to the idea mainly by considerations of the mathematical odds against the conventional explanation of life arising on earth by chance chemical events in a primeval soup. The odds that the random throwing together of amino acids would produce a single one of the 200,000 odd proteins
80 on which human life depends are, according to Hoyle, like the chances of rolling five million sixes with an unbiased dice. Even when he extended the possible sites of the chance origin of life to any suitable spot in the universe, Hoyle still found the odds unacceptable.

So he invoked an unknown form of intelligence, threatened, like
85 Stapledon's Last Men, with cosmic catastrophe, thinking up a new form of life capable of surviving it - the carbon-based life we have on earth - and seeding the universe with spores.

Unlike the rest of the Hoyle-Wickramasinghe theory, this is not really science; it cannot be tested by any conceivable kind of experiment.
90 When this was put to Hoyle, he responded by mentioning the method of eliminating possible explanations until only one remains, however unlikely, it must be the truth. And, he pointed out, there is no question of proving the idea of molecular evolution in the primeval soup which conventional theories of life's origins use to get around
95 the odds-against argument.

But cosmic intelligence ...? The idea is unacceptable to orthodox scientists, though they acknowledge the value of maverick ideas in goading people out of ossified patterns of thought. The inter-stellar grains thus remain unexplained in conventional terms.

APPENDIX 4.2

Transcripts of Tapes Used for T031, TA21 and TB21
and Brief Descriptions of the Speakers on the Tapes

TRANSCRIPT OF TAPE FOR T031

LECTURE ON THE NEED FOR PREVENTIVE AS WELL AS
INTERVENTIONIST MEDICINE

Let us consider some specific aspects of this part of my blueprint, the need to emphasise the prevention of accidents and illness and the promotion of health. One argument put forward by those anxious to maintain the existing emphasis on interventionist medicine is that you cannot prevent illness or promote health until you know what causes illness or ill-health. And to discover causes you need the sort of medicine practised now, backed by technology and research. There is, of course, some truth in this. The argument goes on that we simply do not yet know what causes the common illnesses which afflict and kill us, with perhaps the exceptions of smoking and its relationship with lung cancer, and alcohol with liver damage. The implication is that, until we do, medicine should continue in its present form. Consider the fact that, in the United States, mortality from heart disease has declined in recent years concurrently with an increase in exercise and a great reduction in smoking. Yet arguments about the role played by eating fat, or exercising, or smoking, in heart disease still continue. Indeed, if we are to wait until the perfect controlled experiment has demonstrated that it is factor X which is the real killer, preventive medicine will have to await the millennium. Besides, it must be obvious by now that research aimed at isolating individual causative agents is of doubtful validity, since there are few modern afflictions which can be traced to one particular cause. There are, after all, good historical precedents for taking action to prevent illness without the ability to justify the action scientifically. When, in 1853, John Snow removed the handle of the Broad Street water-pump in Soho, he could not prove the link between the water and cholera. Equally, we can now observe that people who are obese seem more prone to illness, and most of us know what makes us fat. Indeed, insurance underwriters, those most hard-headed of people, follow a simple rule: the more overweight you are, the higher the premium they demand from you. They do not wait for definitive, scientific proof. So, while I concede the value of some modern interventionist medicine in terms of the information it may offer, this does not persuade me that it must be supported in all its various forms nor that preventive care must necessarily play second fiddle to it.

Next, to establish the basis for the promotion and pursuit of health as well as the prevention of illness, there must be a commitment to education. We need, quite simply, to learn how to live healthy lives or, even more fundamentally, to have the opportunity to learn. Such education has two roles. It must combat what have been called the multi-million pound anti-health forces, the tobacco, alcohol and food industries and their advertisers, who bombard us with misinformation. And there is positive education, which must begin in schools and be carried on in office, workplace and in the home. The government-established Health Education Council commands the pathetically puny sum of three million pounds a year in pursuit of a task which is central to health care. For example, it must try to educate us about the dangers of cigarette-smoking on half a million pounds a year while the tobacco industry spends £70 million extolling the pleasures of smoking. Public education can, of course, come through the medium of the press, radio and television. Consider how much attention is given by these to strikes, and even threats of strikes, as imperilling our national well-being through lost working-days. I am certainly not saying this shouldn't be reported and I concede that strikes can have drastic effects. Over the last decade, an average of 13 million working-days have been lost each year through strikes. But where is the headline and leader column, and newsflash and interview concerning tooth decay, which accounts for an average of four million lost working-days a year and is entirely preventable? Where is the special report on the causes of back pain, which account for about 18 million lost working-days a year, and could be greatly reduced through proper education? And where is the outcry in the press against injuries at work, which account for an estimated 48 million lost working-days a year? Is it too much to hope that there will be some rethinking in Fleet Street as to what is really the English disease?

My third specific point is that any concern for preventive care or the promotion of health must include a strategy for confronting the threat posed by the major destroyers of our day. These are, of course, cigarettes, alcohol, poor diet and accidents (whether at home, on the roads or at work) and here, I am not talking about education concerning these threats but, rather, about the need to take some action. We simply have to do better than we have done, so far, in controlling

these scourges. Everyone knows about the threats posed by alcohol and cigarettes. The case is well documented. But take, for example, our diet. The food industry has been enormously successful in ruining our diet and, consequently, our health. For example, more and more food is made from raw materials which have been refined. Look at bread. The ordinary loaf of white bread is not lacking in nutrition. What it lacks is bulk. This lack encourages over-consumption. Over-consumption sells more bread and so produces greater profits. It also produces obesity and the consequent threat to health. And the story has a twist in the tail. The food industry has gone on to develop a second string to its bow: the sale of health foods and vitamin tablets. To make up for what has been removed from some food by its being processed and refined, vitamins and health foods, which are, of course, more expensive than ordinary food, then appear on the market. Thus, the wealthier can get the food they need, since they can afford to buy it. The poor cannot, and another inroad into health promotion and the prevention of illness is made.

As regards accidents, in addition to the 650 killed at work each year, there are a further six and a half thousand deaths from accidents in the home and at play. A hundred miners each week suffer disabling injuries, yet the occupational health service continues to be neglected. Despite about 75,000 people being injured and 7,500 killed on our roads, only a third of drivers wear safety belts. Furthermore, in the case of children in cars, it is estimated that 85 per cent of the deaths and 70 per cent of the injuries would have been prevented if the child had been restrained. Yet, opposition to the compulsory wearing of seat-belts still appears to be winning the day.

TRANSCRIPT OF TAPE FOR TA21

INTERVIEW WITH PRE-SESSIONAL COURSE ORGANISERS AT THE UNIVERSITY OF READING

Could you tell us where you think most of the students coming to the pre-session course are from?

The large majority come from Bangladesh, Iraq, Thailand, we have quite a few from Thailand and I suppose that's the biggest majority and then from varying places all over, some South Americans.

We have got a lot from Arab countries, in general Iraq is the major country. Lots of Arabs from all over the place.

Do you think there's been any change over, say, the last three or five years in the balance of students, say, coming from perhaps OPEC as against former Commonwealth countries or Commonwealth countries?

I don't think so

One thing I've noticed, it's not so much that, as we used to have quite a few Latin Americans. There were times when almost every Latin American country was represented and now that number has really dropped. Is that right?

Yes, this year in fact we have got more from South America

More than last year?

Yes.

Is that right?

Yes.

My impression is wrong. I think the whole course has come to be dominated more and more by Iraqis and Bangladeshis, just those two countries, it's not countries in general, those two.

Is there any change in the numbers of students who perhaps were formally educated in English, I'm thinking perhaps again of the Commonwealth students who have gone through an education system largely in English. Are there fewer of that type of student now, are you finding that perhaps particularly with the Arabs that they have not been educated through the medium of English before, they might have learnt English but they have not been taught subjects through English?

I think if you go back a few years it would have been the case that many of these Arab students would have been educated largely through English, but that is some time ago now. In my experience the Arabs have been fairly Arabic language centred, they haven't had much experience of English, but because of this great upsurge of Bangladeshis they have always been a considerable minority and now they are coming to be more numerous and they have all got a lot of experience of English.

What about Common Market countries? Do you get many students coming in from Common Market countries?

Well, I don't know really. My impression is that there are not many of them. What would you say Hazel, you would know better probably.

Not many no.

We get the odd German. Some very odd Germans!

Greeks. In fact, we have got a Yugoslav, but overall very few.

Can I perhaps change the emphasis of the discussion. Could we perhaps talk about the problems overseas students have on arrival in this country that you might have noticed. What do you think are the main problems they have perhaps when they first arrive in this country?

Well, I suppose communicating probably first of all, but I think probably their biggest problem is the food. I think perhaps we don't appreciate quite their problem and certainly in Hall they don't seem to. The big thing always seems to be with pork and beef that you must not touch one with the other and I don't know, the Halls don't seem to appreciate the problem and they get very upset about it.

It's rather strange really isn't it? Considering every year they have to deal with students from overseas and yet they never seem to quite accept the idea that this is a problem for people. I found too that last year I was particularly struck by how homesick some people tended to get from certain areas. I suppose it was the further away from Britain they were the greater the shock when they arrived. They got very homesick so that it even had physical effects on them, they had to go to the doctor and get tablets.

So things which seem small to us like food become very big

Very big.

Anything else besides food that you can point to as a problem immediately on arrival or just after arrival?

I did expect that there would be big problems for students just all kinds of things, because there would be so many strange things, but, and I've made this point to some of the students, most of them make the point to me that they are very familiar with things in Britain and in Western countries anyway from television, films and so on, so in fact there's not quite as much shock as I would have expected.

What about when the students come into the office Hazel, in terms of spoken English abilities, their abilities to speak the language and to understand what you are saying to them. Do you find any difficulties there?

I've been doing the course for three years and I think that their English has improved, the people that come in, but perhaps I've got used to hearing them. The Bangladeshis are the hardest to understand, but overall I think their English is better than it was three years ago when they first arrived.

Do you find the same Don?

I think it's highly likely that this is the case of Hazel getting accustomed to ... She's absolutely right that Bangladeshis, it is a bit of a problem for them because they feel they know English very well and they do know English very well, they speak it very fluently, but it's not our English that they are speaking and we find it very difficult to

understand them and the Arabs are the same as they always were very difficult for us to understand and make a lot of mistakes and so on. I think the case of Hazel getting accustomed to it ... and you would accept that I think.

Yes, I think it's true.

Could we turn now to some particular problems Don, say, some of your teachers might have found. What tend to be the problems in speaking, shall we say first of all, for the majority of students?

Well, of course there are many specific problems for people from specific language backgrounds, but I think one thing is very common is that many of our students are already accustomed to speaking English maybe giving lectures in English in their universities overseas, and so they feel they are already familiar with English. Many of them feel they don't need to come on a course like this, but what they don't realise is that they are very often mixing their own language up with English when giving their lectures and I've heard this myself overseas, they just don't realise they are doing it. Of course when they come over here they are confronted with a need not to do that, they don't realise it at first may be, some of them continue to mix in little words and phrases from their own language and when they do realise they can't do this and they must speak only English all the time this is a terrible strain. You can imagine speaking in a foreign language all day, every day, day after day, it's a terrible strain and I think one of the purposes of the course is to make them more relaxed about using English and feeling more at home with English. I think we succeed in helping them to do this.

What about problems with listening?

Well of course there are some very special problems with listening. Many of them have practised listening, they've been taught to listen to English in their own countries when they have been learning English or on the other hand maybe they haven't come really into much contact with native speakers speaking at all. What they listen to is people speaking very carefully on language lab tapes and such things and these people speak with a BBC accent, speak very carefully, enunciate and so on and when they come here they hear people speaking non-standard accents, regional accents, not very carefully using slang and referring to bits of everyday world which they don't know anything about and so on. What they are listening to is something quite different from what they listened to at home, so it is a big adjustment that they have to make there.

But in general is there a noticeable improvement over a period of time?

I think so yes. I think it's natural and I'm not going to claim any great credit for that. Like Hazel has been attuned from year to year to the way they speak, so their ears are tuned very rapidly to the way we speak. On the whole one or two people seem to have - what is it in music? - they seem to be tone deaf, something like that, so they don't pick these things up. Most people quite naturally pick them up and the best thing we can do is just give them as much exposure as possible and help them as much as possible.

What about the students who can communicate fairly well in terms of spoken English. What do you think can be done for them on the pre-session course?

There is always the case of the student who can communicate well but is inaccurate, and you get the reverse of course you get people who are highly accurate but can't communicate and I think we can help both of these people. We make provisions for students to improve their accuracy, but there again I would not claim great advances in just a few weeks for accuracy. Very often, as far as accuracy is concerned, we are dealing with problems which have been established over years in their own countries and we are not going to change those habits in just a matter of weeks. If they are good communicators then they have the basis to enable them to study to begin with and we will just help them to improve a little bit and move a bit forward in accuracy.

What about on the social side Hazel, what is done for the students on that side?

They have trips I suppose once a week, usually fairly locally, but they have been to Wales, Bath, further afield, half day trips, they have been to Wisley for instance and the university farms generally the half day ones perhaps to their subjects.

Do they get much chance during the pre-session course to meet English people other than the lecturers, is there anything done in that ...?

We always try because in Hall very often we have perhaps better speakers of English than they are. Yes I think we try but it is always hard because most people in the summer here are usually learning English. It is a difficult problem for them.

There is one possibility of course they go to parties, discos, sometimes with the Open University students and films. Generally speaking they are going to be talking to other foreigners.

They do find this a problem some of them certainly.

They comment on this, they would like to speak to native speakers. But I think I was saying earlier they want this, but in fact the reality of their lives as students here is going to be that, on the whole, they are going to listen to people speaking English in lectures and on the radio or whatever. In fact the speaking is going to be done mainly ... most of their friends are going to be other foreign students, maybe not speaking their own language but nevertheless most of them will be . . . The English people are a bit cool I think to foreign students, they don't make friends with them very easily

Unless they already speak very good English.

Yes that's right. If they speak good English then they will readily make the contact.

Catch 22 situation.

It's often fear actually of English people speaking to foreign people that they won't be understood.

I'm not blaming the English people.

That deals with the problems overseas students might face. Could you perhaps in conclusion say what you think are the main advantages for overseas students attending a pre-session course before the start of their year's course of study or their three years course of study?

I think it's something I've touched on already. The main advantage is plenty of exposure to the language and giving them plenty of support while they begin to feel that they can relax with this language, it's not threatening them, they can become accustomed to using it and to expressing their needs and to doing things with it and learning that when they speak English to an English speaking person that person will understand them and they will be able to make contact and communicate.

Hazel.

Yes I think that it's nice that they've had perhaps three months to just settle into England, the whole sort of cultural thing that it's different for them and they've got that time to settle down before they start a course.

We are very supportive actually. I can feel that at the beginning of the course we give them a lot of support and then as the course progresses we gradually withdraw the support a bit because we have to as a matter of fact we get more students as we go along and then finally they have to break away and go into normal student life, join their departments and so on. Even then this is a bit of a shock for some of them when they find that people aren't running around to help them all the time, they have to help themselves. This is the hard time.

Right, Hazel and Don, thank you very much indeed.

TRANSCRIPT OF TAPE FOR TB21

THE ORIGIN OF LIFE ON EARTH INTERVIEW

The origin of life on Earth was thought until quite recently to be literally that, on Earth. Around four thousand million years ago, the story ran, when the Planet was in its infancy the warm primeval soup that covered its surface provided a suitable medium for simple organic molecules to cling together forming more complex structures. After billions of permutations these molecules, bombarded perhaps by lightning and by radiation from space, eventually chanced on the right arrangement for building simple living cells from which were derived all other living organisms. But Professor Sir Fred Hoyle doesn't accept this picture:

Life is excessively complicated, every few months micro-biologists make discoveries that make it even more complicated, sometimes by huge margins. There's no way which starting from a system without information in a chaotic condition, one is going to produce that enormous degree of organisation. If you imagine a whirlwind sweeping through a junk yard, what is the chance that all the bits of metal that it stirs up will suddenly smash themselves together and form a brand new Boeing 747? That's the kind of situation that is supposed for the origin of life on the Earth and I think the two cases are just as absurd.

Now if Hoyle is right and life couldn't have originated on Earth, where did it come from? Well, Hoyle and Professor Chandra Wickramasinghe suggest that the seeds of life on Earth came from the vast dust clouds between the stars, where organic molecules complex enough to produce living organisms might be abundant. An intriguing, open-minded theory but difficult you might think to substantiate. However, recently D.A. Allen and Dia Wickramasinghe, brother of Chandra, have been using the Anglo-Australian telescope to observe the starlight absorbed by dust clouds towards the centre of our galaxy. Their results provide, according to Hoyle, the support his theory needs. In their account of their observations in the journal *Nature*, Allen and Wickramasinghe cautiously conclude that the absorption patterns in part of the infra red area of the spectrum may indicate the presence of complex organic molecules. Professor Hoyle, however, goes one step further.

We found from work done in the laboratory that there's a certain region of the infra red spectrum where every living kind of cell that we looked at was exactly the same, there was no variation whatsoever we could detect. So then we had to say well if we look at the particles in space in a similar way to the way done in the laboratory, we ought to see the same invariant pattern. As it happened, and indeed actually unknown to us, the very observations that would put this to a test were being carried out at that moment in Australia. They were of a source of infra red radiation which happens to like the centre of our galaxy and it passes all the way to the Earth along a path of thirty thousand light years through the particles between space. Just as in the lab you have a source of infra red radiation that passes through your material which is contained in a little disc, so there is no way in which one could have a situation where one didn't get this particular invariant thumb-print that we'd found from experiment to exist, if the particles in space were biological and the observations came along and the day came when we had them on the table and it just had to come out in agreement with the lab data, otherwise we were wrong. When we did the calculation everything agreed within a per cent or two well within the margin of accuracy of all the observations.

Although you have your matter in space exhibiting a similar absorption property to your cells in the laboratory, is it necessarily indicative that there is organic material like your cells in the laboratory, could it not be attributed to some other kind of ...?

No, the answer is absolutely not because the level of precision is so high. There's just been a volume which is about three inches thick of infra red spectra of organic materials as they exist in the laboratory and nowhere in that volume will you find a substance that is even within thirty per cent of agreement with the astronomical data of the whole wavelength range. Whereas, I'm talking about agreeing it within a per cent or two.

Can we make a distinction though between organic molecules which may well give you the same spectral readings and living matter?

Yes, there are no organic molecules anywhere in the huge catalogues of organic chemists that would reproduce this result. I'm not saying that if you carefully mixed particular proportions, particular concentrations, of a large number of organic molecules that one might not somehow manage to fiddle a mixture that would look rather similar to the biological case and indeed it's obvious that if you took a mixture that was precisely the same as the mixture of organic materials in a biological cell you would get the same. But this would be extremely artificial, you wouldn't expect to find it in different places and similar things and I wouldn't accept that as a satisfactory explanation at all. This is a case where we had zero room to manoeuvre, we had to get the right answer and there it was right on the nose. So I've reached the position now where I'm almost as unarguable with as the opposition, I don't see there's any possibility that this could be wrong.

Comparing the absorption spectra of organisms in the laboratory with those of inter-stellar dust and finding close similarities, is of course only indirect evidence for extra-terrestrial life. What's needed to clinch the matter are traces of living organisms known to have originated in space. Well, a German researcher, Professor Hans Pflug claims to have discovered such traces. He contends that he's found fossilised micro-organisms within the Murchison meteorite which landed in Australia in 1969 and which dates back to the time when the Earth was just being formed. Almost as soon as this meteorite hit the ground, that is before it could be contaminated by earthly organisms, it was whisked off for laboratory analysis. Doctor Pflug using sensitive microscopy techniques concentrated his efforts on searching for traces of life.

Most people find two different types of micro-fossils, the one group resembles hyphae fungi, the second group is of bacterial size and shape. Only the cell wall and exterior sheath is preserved so we cannot say much about content. The cell content has been disintegrated through fossilisation.

Why are you so sure that they once were living cells?

Well these structures are identical to known micro-fossils of the Precambrian in all morphological details recognisable. They conform in size, in shape, in the mode of growth and budding, in the kind of resting conditions and similar features.

So, how old are the meteorite micro-fossils then?

They have an age of four thousand, six hundred million years. This can be ascertained by radiometric datings. We can compare them with oldest fossils known on Earth having an age of about three thousand, eight hundred million years and similar fossils of younger age having between three thousand, eight hundred and two thousand million years

We are talking about cellular structures here in fossilised form, are there any living comparisons one can make, are there any living cell comparisons one can make?

There are some similar morphologies found in the methanogenic bacteria. Now this is a very peculiar group which has nothing to do with other bacteria. They use hydrogen as an energy source and carbon dioxide for assimilation. These are substances which are amply available in space so that might mean that this metabolism originally represents adaption to life in space.

Now we're talking about micro-fossils that were found in meteorites, where would these fossils have originated then?

There is indication by certain isotope analysis showing that a certain portion of the meteorite matrix comes from an inter-stellar source. I suggest that these organisms lived in the cool dust clouds located in the peripheral region of the young solar system four thousand, six hundred million years ago and it is further such as this that they became incorporated into the meteorite parent bodies and after four thousand, six hundred million years lasting voyage, arrived at the Earth, and I suggest that these organisms which landed in living condition gave rise to the evolution of life on Earth, that they adapted there and survived and evolved to higher forms.

Professor Pflug's case for identifying the structures in the Murchison meteorite as fossils of living organisms, rests then on similarities of shape or morphology between them and extant bacterial forms.

Radio 4 'Science Today' broadcast
7 December 1981

BRIEF DESCRIPTIONS OF THE SPEAKERS ON THE TAPES .

The introductions and test instructions for all three Sessions: TO, TA and TB were read slowly by a speaker with a clear 'educated southern English' accent in a purposively reassuring manner. The type of speech may be characterised as slow colloquial English (v. Brown 1977).

TO

TO21 - The dictation was read by a speaker with an 'educated northern English' accent at a medium pace in slow colloquial style.

TO31 - The lecture was delivered by an R.P. speaker with a fairly flat delivery at medium speed, in a fairly formal manner.

TA

TA21 - The speech of all three speakers, two male, one female, was clear, though the male speakers being interviewed on occasion spoke quite quickly. The interviewer spoke with an 'educated northern English' accent, the persons being interviewed with 'educated southern English' accents. The interviewer's speech might be described as slow colloquial, that of the interviewees as more informal (v. Brown 1977).

TB

TB21 - This tape contained the widest variety of accents. The interviewer spoke with an R.P. accent and the delivery was clear and at a reasonable speed. The first person interviewed had a strong, though easily intelligible, regional accent. The second person interviewed spoke with a German accent, though again quite intelligible, with slow diction. The interviewer's speech was again of the slow colloquial type, that of the persons being interviewed more informal.

APPENDIX 4.3

Enabling Skills on Which Individual Items Focus

4.3.1 Reading Skills

4.3.2 Listening Skills

Appendix 4.3.1

Reading Skills

ENABLING SKILLS ON WHICH INDIVIDUAL ITEMS FOCUS

TO12

	Skill		Skill
1	7/8	9	8
2	4	10	10
3	3	11	10
4	6	12	1
5	10	13	12b
6	2	14	11
7	2	15	4/5
8	8		

TA11

	Skill		Skill
1	4	8	8 (2)
2	11	9	1 (12b)
3	2	10	12a
4	3	11	10
5	2 (7)	12	12a
6	2	13	12b
7	8		

TB11

	Skill		Skill
1	2	8	8
2	2	9	10
3	6	10	8
4	8	11	8
5	8	12	12a
6	7	13	12a
7	1	14	12b

TA12

	Skill		Skill
1	3	12	3
2	3	13	2
3	7	14	8
4	3	15	8
5	4	16	5
6	4	17	2
7	8	18	4
8	2/8	19	4
9	2	20	7/3
10	5	21	8/7
11	4		

TB12

	Skill		Skill
1	3	12	3
2	3	13	4
3	4	14	7
4	4/8	15	7/8
5	8/4	16	3
6	7/8	17	8
7	8	18	2
8	7/2	19	8
9	7/8	20	4
10	8/2	21	3
11	3		

TA13

	Skill		Skill
1	5/7	7	12b
2	2	8	4
3	10/12b	9	10
4	4	10	5/4
5	12b	11	1
6	12b	12	11

TB13

	Skill		Skill
1	9	7	8/12b
2	4	8	10
3	3	9	5/7
4	2	10	12a
5	6/12b	11	12b
6	8/7	12	12b

Appendix 4.3.2

Listening Skills

ENABLING SKILLS ON WHICH INDIVIDUAL ITEMS FOCUS

T021

<u>Item Numbers</u>	<u>Skill</u>
1-15	1, 2, 3, 4 and 10

T031

<u>Item Numbers</u>	<u>Skill</u>
1	14a
2	6/14a
3	5/14b
4	11/1
5	14b
6	9/8
7	14b
8	14b
9	14a/8
10	14b
11	14b
12	14b
13	14b

TA21

<u>Item Numbers</u>	<u>Skill</u>
1	14b
2	14b
3	14b
4	14a
5	14b
6	14b
7	14b
8	14b
9	14a/9
10	14a
11	14a
12	14a

TB21

<u>Item Numbers</u>	<u>Skill</u>
1	14a
2	14b
3	14a
4	14a
5	14b
6	14a
7	6/14b
8	14a
9	14b

APPENDIX 4.4

Listening Recall Tests Used in Preliminary Trials
at the Universities of Reading and Edinburgh

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Listening Recall Test

Instructions to candidate:

Read carefully through the following passage.

Do not fill in any of the blanks.

Passage A)

If we think of health care in which give pride of place, as regards resources, to hospitals, we could easily find ourselves more and more with no great benefit to the overall health of the

Secondly, we must curb our predilection for medicine in the form of ever more complex technology. Note I do not say it. We must keep it and its advocates (doctors and entrepreneurs) under control. Hospitals, with their massive costs, expensive equipment and to technology have elbowed themselves into the centre of the medical consuming now some 70 per cent of available The debate concerning the of heart transplants offers a useful lesson. It has been carried on by doctors as if what was at was a technical matter instead of a question as to the of our health care resources.

You will now hear the same passage being read out on the tape recorder. Listen carefully and try to work out the words that are missing from the passage above. When the passage is finished you will have one minute to fill in the blanks.

The passage will then be played a second time. After this you will have one minute to fill in any remaining blanks.

Restored version of Passage A.

If we think of health care in *terms* which give pride of place as regards resources to hospitals, we could easily find ourselves *spending* more and more with no great benefit to the overall health of the *nation*.

Secondly, we must curb our predilection for medicine in the form of ever more complex technology. Note I do not say *abandon* it. We must keep it and its advocates, doctors and *commercial* entrepreneurs, under control. Hospitals, with their massive costs, expensive equipment and *commitment* to technology have elbowed themselves into the centre of the medical *stage*, consuming now some 70 per cent of available *resources*. The debate concerning the *merits* of heart transplants offers a useful lesson. It has been carried on *largely* by doctors as if what was at *stake* was a *narrow* technical matter instead of a *profound* question as to the *proper direction* of our health care resources.

Deleted items are in *italics*.

Alternative Passage

We need and have come to on medical technology in the treatment of disease, in aiding the blind and the deaf, in the birth of deformed and babies, and in many other areas. What we do not need and must against is a which conceives of medical care only, or primarily, in terms of such approaches. Instead, we need to direct more of our energy and towards the promotion of good health. One tragic but often feature of the defence of heart surgery is that it is so clearly an example of the crazy of our society. We can only transplant hearts if we have healthy from which to take them. Where do we get such corpses? We depend on the death from road accidents.

Restored version of alternative passage.

We need and have come to *rely* on medical technology in the treatment of *kidney* disease, in aiding the blind and the deaf, in *avoiding* the birth of deformed and *disabled* babies, and in many other areas. What we do not need and must *guard* against is a *mentality* which conceives of medical care only, or primarily, in terms of such *technological* approaches. Instead, we need to direct more of our energy and *resources* towards the promotion of good health. One tragic but often *overlooked* feature of the defence of heart *transplant* surgery is that it is so clearly an example of the crazy *contradictions* of our society. We can only transplant hearts if we have *otherwise* healthy *corpses* from which to take them. Where do we get such corpses? We depend on the *appalling* death rate from road accidents.

Deleted items are in *italics*.

APPENDIX 5.1

Details of Participating Centres

TABLE 5MM
Number of students (NS + NNS) taking single sessions and combinations of sessions at each centre.

Code	Name of Institution	TO	TA	TB	TO+ TA	TO+ TB	TA+ TB
01	Bath	U		3			9
02	Brighton	P	46	64			
03	Concord	C	1	2	38	22	
04	Exeter	U	70		10		
09	Holborn	C		16			35
011	Hove	C	24				
012	Cornwall	C					
013	Lancaster, Pre-Sessional	U	62				
014	Loughborough	C	15	2			44
015	Loughborough	U	12		33		
016	Norfolk	C	1	3		62	
017	Padworth	C	1		29		
018	Reading, Pre-Sessional	U	7	1	63	65	
019	Reading, New Intake	U		83			
020	Southampton, Pre-Sessional	U	5				24
	<u>TOTAL</u>		126	207	173	149	112

U=University; P=Polytechnic; C=College

APPENDIX 5.2

Background Details

5.2.1 Background Details Questionnaire

5.2.2 Summary Tables of the Responses to the Questions in the
Background Details Questionnaire

Appendix 5.2.1

Background Details Questionnaire

QUESTIONNAIRE
BACKGROUND DETAILS

NAME: _____
(Family) (Given)

DO NOT WRITE
IN THIS SPACE

1. What is your age? _____ years

Male Female

2. What is your sex? Please tick appropriate box.

☐☐

3. What is your nationality? _____

4. What is your first language (the main language you speak in your country)?

5. What course are you taking/going to take?

Please tick the
appropriate box.

G.C.E. 'A' Level or other course below
undergraduate level.

☐

University/polytechnic undergraduate

☐

University/polytechnic post-graduate

☐

Other (please specify) _____

☐

6. What is your major subject or area of specialization?

7. How long have you been in Britain?

_____ year(s) _____ month(s)

8. How long have you lived in any other English-speaking country?

_____ year(s) in _____

DO NOT WRITE
IN THIS SPACE

9. At present, how much time do you spend (outside of classes) with people who speak English? Please tick appropriate box.

None at all

☐

Only a little

☐

Half the time

☐

Most of the time

☐

All the time

☐

10. How many years have you spent studying English in language classes?

_____ years in my country

_____ years in Britain

_____ years in _____

11. Have you ever been taught a subject(s) in English, e.g. science, history, economics, etc.?

Yes

☐

No

☐

If yes, did you study the subject(s) in English

at primary level?

☐

at secondary level?

☐

as an undergraduate?

☐

as a post-graduate?

☐

12. Have you ever had to read articles, books, etc. in your subject/area of specialization in English?

Never

☐

Sometimes

☐

Often

☐

Thank you for your co-operation.

Appendix 5.2.2

Summary Tables of Responses to Questions in the
Background Details Questionnaire

TABLE 5NN The number of students completing every part of TO, TA, TB, TO+TA, TO+TB, or TA+TB according to academic level and discipline area

Native speakers (NS)		TO	TA	TB	TO+TA	TO+TB	TA+TB
Sci.	A	35	19	52	0	35	14
Eng.	A	1	1	2	0	1	1
ASABS	A	13	8	8	7	6	1
Sci.	U	35	0	51	0	0	0
Eng.	U	29	35	0	29	0	0
ASABS	U	2	0	1	0	0	0
Sci.	P	0	0	0	0	0	0
Eng.	P	0	0	0	0	0	0
ASABS	P	0	0	1	0	0	0
Non-native speakers (NNS)							
Sci.	A	50	46	58	15	34	22
Eng.	A	10	14	4	10	0	2
ASABS	A	21	73	52	18	3	34
Sci.	U	8	6	9	0	0	0
Eng.	U	6	16	4	6	0	0
ASABS	U	29	31	6	0	0	2
Sci.	P	90	66	98	40	40	7
Eng.	P	13	23	25	9	2	11
ASABS	P	69	90	40	20	17	12

TABLE 500

The ages of NNS students taking single sessions and combinations of sessions

AGE	16-20	21-25	26-30	31-35	36-40	40+
TO	99	55	62	50	30	12
TA	146	91	69	57	30	16
TB	106	48	61	46	32	11
TO+TA	50	13	25	21	13	4
TO+TB	37	6	21	18	11	5
TA+TB	47	15	13	9	7	2

TABLE 5PP

The sex of NNS students taking single sessions and combinations of sessions.

1 - Male

2 - Female

TO		TA		TB		TO+TA		TO+TB		TA+TB	
N = 323		N = 422		N = 312		N = 132		N = 103		N = 95	
OMITS 14		OMITS 10		OMITS 7		OMITS 6		OMITS 5		OMITS 1	
SEX	FREQUENCY	SEX	FREQUENCY	SEX	FREQUENCY	SEX	FREQUENCY	SEX	FREQUENCY	SEX	FREQUENCY
1	209	1	281	1	220	1	93	1	68	1	65
2	100	2	131	2	85	2	33	2	30	2	29

TABLE 5QQ The country of origin of NNS students
taking single sessions and combinations
of sessions

		TO	TA	TB	TO+TA	TO+TB	TA+TB
101	ALGERIA	1	4	1			1
603	AUSTRIA	2	1		1		
701	BAHAMAS		1				
304	BAHRAIN	1					
307	BANGLADESH	22	11	12	8	11	1
607	BELGIUM	1					
804	BOLIVIA	1		1		1	
104	BOTSWANA	1	1	1		1	
807	BRAZIL	6	7	7	3	2	
313	BRUNEI	1					
316	BURMA	1	1	2		1	1
107	BURUNDI	1		1		1	
110	CAMEROON			1			
791	CANADA	1					
810	CHILE	1					
813	COLOMBIA	1	2	2			
719	COSTA RICA	2		2		2	
613	CYPRUS	3	1	1	1	1	
616	CZECHOSLOVAKIA	1		1		1	
619	DENMARK	1					
128	EGYPT	5	8	3	2		3
134	ETHIOPIA		1	2			
631	FED. REP. GERMANY	34	27	7	4	3	
510	FIJI	2	1		1		
628	FRANCE	3	5	1	2	1	
632	GERMAN DEMOCRATIC REP.	-	-	-	-	-	-
143	GHANA		4	9			1
622	GREAT BRITAIN	5	18	18		3	10
634	GREECE	19	17	15	11	6	4
146	GUINEA	1		1		1	
819	GUYANA	-	-	-	-	-	-
322	HONG KONG	16	34	7	11	3	3
325	INDIA	3	10	7	1		6
328	INDONESIA	6	8	7	4	2	2
331	IRAN	3	3	4	2		
334	IRAQ	20	15	12	8	8	3

(continued)

		TO	TA	TB	TO+TA	TO+TB	TA+TB
646	IRELAND	1					
337	ISRAEL	1	2		1		
649	ITALY	2	4		2		
340	JAPAN	5	9	2	3	1	1
343	JORDAN	2	5	2	2		1
346	KAMPUCHEA		1	1			1
152	KENYA		2	3			1
349	KOREA	1	3		1		
358	LEBANON	1	1		1		
158	LIBERIA	1	1		1		
161	LIBYA		5	1			
167	MALAWI		4	2			
361	MALAYSIA	19	36	50	2	15	19
170	MALI	1	1		1		
365	MAURITIUS			2			
743	MEXICO	6	9	6	3	3	2
176	MOROCCO	1	1	1		1	
179	MOZAMBIQUE	2	1	1	1	1	
370	NEPAL	5	3	7	1	4	2
658	NETHERLANDS	4	2	2	1		
185	NIGERIA	19	37	39	10	7	15
661	NORWAY		1				
373	OMAN	1	1		1		
376	PAKISTAN	1	2	3	1		
752	PANAMA	1		1		1	
525	PAPUA NEW GUINEA		1				
457	PEOPLE'S REP. OF CHINA	2	15	6	1		4
825	PERU	4	2	1		1	
379	PHILIPPINES	5	2	2		1	1
664	POLAND	2	1		1		
667	PORTUGAL	3	2	3	1	2	1
385	SAUDI ARABIA	10	11	2	7	1	1
194	SENEGAL	1		1		1	
197	SIERRA LEONE	1	1	5	1		

(continued)

		TO	TA	TB	TO+TA	TO+TB	TA+TB
391	SINGAPORE	1	3	3			1
532	SOLOMON ISLANDS			1			
204	SOUTH AFRICA	2		3		2	
394	SRI LANKA	7	12	6	6	1	2
207	SUDAN	7	8		7		
683	SWEDEN		4				
686	SWITZERLAND		8				
396	SYRIA	4	1	3	1	3	
213	TANZANIA		1	5			
401	THAILAND	13	10	3	8	1	2
758	TRINIDAD AND TOBAGO		3	3			3
404	TURKEY	1	3	2		1	1
222	UGANDA	1	2	2			
405	UNITED ARAB EMIRATES	1	1		1		
760	UNITED STATES OF AMERICA	1	1	1		1	
831	VENEZUELA	11		1		1	
407	VIETNAM	1		2		1	
764	WEST INDIES		1				
692	YUGOSLAVIA	1					
228	ZAIRE	1					
231	ZAMBIA	1	3	4	1		1
188	ZIMBABWE		1	3			

TABLE 5RR

Number of NNS students taking single sessions and combinations of sessions according to the first language in the country of origin.

	TO	TA	TB	TO+TA	TO+TB	TA+TB
1. <u>ROMANCE</u>						
1 FRENCH	7	8	2	3	2	
2 ITALIAN	2	4		2		
3 PORTUGUESE	10	9	6	4	5	1
4 SPANISH	18	15	14	4	9	2
	37	36	22	13	16	3
2. <u>GREEK</u>						
1 GREEK	25	20	16	14	7	4
	25	20	16	14	7	4
3. <u>GERMANIC</u>						
1 DANISH	1					
2 DUTCH	4	2	2	1		
3 GERMAN	35	34	7	4	3	
4 NORWEGIAN		1				
5 SWEDISH		4				
	40	41	9	5	3	
4. <u>SEMITIC</u>						
1 ARABIC	62	67	26	35	15	9
	62	67	26	35	15	9
5. <u>INDO-IRANIAN</u>						
1 BENGALI	23	12	14	8	11	2
2 FARSI	3	3	4	2		
3 GUJARATI		5	7			5
4 HINDI	1	3	3			2
5 KURDISH			1			
6 NEPALI	5	3	7	1	4	2
7 ORIYA		1	1			1
8 PUNJABI		2	2			2
9 PUSHTU		1				
10 SINHALESE	5	9	7	3	2	2
	37	39	46	14	17	16

(Continued)

	TO	TA	TB	TO+TA	TO+TB	TA+TB
6. <u>DRAVIDIAN</u>						
1 MALAYALAM		11	10			8
2 KANNADA		1				
3 TAMIL	2	2		2		
	2	14	10	2		8
7. <u>SINO-TIBETAN</u>						
1 BURMESE	1	1	2		1	1
2 CHINESE	21	69	31	12	5	15
3 THAI	13	10	3	8	1	2
4 VIETNAMESE			1			
	35	80	37	20	7	18
8. <u>MALAYO-POLYNESIAN</u>						
1 FIJIAN	2	1		1		
2 INDONESIAN	6	8	4	4	2	2
3 MALAY	18	18	33	1	15	8
4 TAGALOG	4	1				
5 TONGAN		1	2			
	30	29	39	6	17	10
9. <u>HAMITIC and AFRICAN</u>						
1 AMHARIC		1	1			
2 BEMBA		1				
3 CHICHEWA		4	1			
4 EFIK		1				
5 GA			3			
6 HAUSA		2	3			1
7 IBO	2	7	7	2		3
8 KISWAHALI	1	2	6			
9 LUGANDA		1				
10 MENDE			1			
11 SETSWANA	1	1	1		1	
12 SHONA		1	3			
13 TIGRINYA			1			
14 TWI-FANTE		1	2			
15 YORUBA	6	9	5	3	1	1
16 ZULU			2			
	10	31	36	5	2	5

(continued)

		TO	TA	TB	TO+TA	TO+TB	TA+TB
10.	<u>SLAVIC</u>						
	1 POLISH	4	1	1	1	1	
	2 SERBO-CROATIAN	1					
		5	1	1	1	1	
11.	<u>TURKIC</u>						
	1 TURKISH	1	3	2		1	1
		1	3	2		1	1
12.	<u>JAPANESE</u>						
	1 JAPANESE	5	8	3	2	2	1
	2 KOREAN	1	3		1		
		6	11	3	3	2	1

TABLE 5SS
The academic level of students taking single sessions and combinations of sessions.

1. G.C.E. 'A' Level or other course below undergraduate level
2. University/polytechnic undergraduate
3. University/polytechnic post-graduate
4. Other

TO N = 323 OMITS 18 LEVEL FREQUENCY	TA N = 422 OMITS 35 LEVEL FREQUENCY	TB N = 312 OMITS 11 LEVEL FREQUENCY	TO+TA N = 132 OMITS 8 LEVEL FREQUENCY	TO+TB N = 103 OMITS 6 LEVEL FREQUENCY	TA+TB N = 95 OMITS 2 LEVEL FREQUENCY
1 80	1 139	1 117	1 42	1 37	1 61
2 43	2 55	2 20	2 6	2 0	2 2
3 135	3 124	3 131	3 52	3 44	3 26
4 47	4 69	4 33	4 24	4 16	4 4

TABLE 5TT Number of NNS students taking single sessions and combinations of sessions according to their specific discipline areas.

		TO	TA	TB	TO+TA	TO+TB	TA+TB
1.	1 EDUCATION	2	6		2		
	2 EDUCATION and OTHERS	2	4		1		
2.	3 MEDICINE	8	4	7	3	4	1
	7 STUDIES ALLIED TO MEDICINE		1				
3.	9 CHEMICAL ENG.	2		1			
	10 CIVIL ENG.	2	4	2	2		2
	11 ELECTRICAL ENG.	5	13	3	5		3
	12 MECHANICAL ENG.	2	4	2	2		2
	16 COMBINED ENG.	10	12	1	10		
	17 SURVEYING	2	5	3	2		
	18 TECHNOLOGIES and ENG.	6	14	20	4	2	6
	19 COMB.GROUP 3 WITH GROUP 4 - 9		2	2			1
4.	20 AGRICULTURE	45	33	61	22	21	
	21 AGRICULTURAL BIOLOGY	14	7	10	7	7	
	22 AGRICULTURAL CHEMISTRY	2		2		2	
	24 VETERINARY STUDIES	1	1	4		1	1
5.	25 BIOLOGY	5	5	5	1	2	2
	29 BIOCHEMISTRY	1	2	1	1		1
	30 COMB.BIOLOGICAL SCIENCES		1	2			1
	31 MATHEMATICS	12	13	9	3	2	4
	32 MATHEMATICS WITH PHYSICS		6	5			5
	33 PHYSICS	4	13	5	3		4
	34 CHEMISTRY	4	4	4	1		3
	35 GEOLOGY	1	1	2		1	1
	36 ENVIRONMENTAL SCIENCES	2	2	6		2	
	37 COMB. PHYSICAL SCI.	10	3	11	1	8	2
	38 COMB.BIOLOGICAL & PHYS.	11	16	11	8	3	4
	39 COMB.GROUP 5 WITH GRP 6-9	28	6	22	5	21	

(Continued)

		TO	TA	TB	TO+TA	TO+TB	TA+TB
6.	40 BUSINESS MANAGEMENT ST.	9	17	6	5	2	3
	41 ECONOMICS	23	15	7	6	1	3
	43 ACCOUNTANCY	2	8	6			1
	44 GOVERNMENT & PUBLIC ADMIN	5	14	11	1	4	3
	45 LAW	4	46	34	1		27
	46 PSYCHOLOGY		1				
	47 SOCIOLOGY	4	6	5	1	3	2
	48 SOCIAL ANTHROPOLOGY	2		2		2	
	49 COMB. WITHIN GROUP 6.	5	13	9	2	1	6
	50 COMB. of GRP. 6 WITH GRP. 7-9	5	1	3		3	
7.	51 ARCHITECTURE	1		1		1	
	52 TOWN & COUNTRY PLANNING	3	4	7	2	1	
	54 OTHER PROFESSIONAL & VOCATIONAL	2	4	2	1	1	1
8.	55 ENGLISH	27	36	2	8	1	1
	60 HISPANIC LANGUAGES & STUDIES	1	1		1		
	61 COMB. WESTERN EUROPEAN LANGS. & STUDIES	6	3				
	66 CLASSICAL STUDIES	1					
	67 COMB. LANGUAGE, LITER- ATURE & AREA ST.	7	11	3	1	1	
	68 COMB. OF GRP. 8 WITH GROUP 9	3	2		1		
9.	69 HISTORY	3	3	1	2		1
	71 PHILOSOPHY	1	1		1		
	72 THEOLOGY		1				
	75 MUSIC		2				
	76 COMB. ARTS SUBJECTS	4	4		4		

TABLE 5UU

The number of NNS students taking single sessions and combinations of sessions, according to broad discipline areas.

GROUP	TO	TA	TB	TO+TA	TO+TB	TA+TB
1-2) 1 EDUCATION	4	10		3		
3-7) 2 MEDICINE, DENTISTRY AND HEALTH	8	5	7	3	4	1
8-19) 3 ENGINEERING AND TECHNOLOGY	29	54	34	25	2	14
20-39) 4 SCIENCE (+ AGRICULTURE + FORESTRY)	140	113	160	52	70	28
40-54) 5 SOCIAL, ADMINISTRATIVE & BUSINESS and ARCHITECTURE and VOCATIONAL	65	129	93	19	19	46
55-76) 6 LANGUAGE, LITERATURE AND ARTS	53	64	6	18	2	2

Sci/Eng = Groups 2 + 3 + 4

ASABS = Groups 1 + 5 + 6

TABLE 5VV
Period of residence in Britain (in months) for NNS students taking single sessions and combinations of sessions.

	T0	TA	TB	TO+TA	TO+TB	TA+TB
1 MONTH	68	100	82	27	27	22
2 MONTHS	51	71	54	23	25	24
3-6 MONTHS	57	48	33	21	24	6
7-12 MONTHS	32	40	17	16	6	9
13-24 MONTHS	23	34	18	15	6	8
25-36 MONTHS	14	31	20	8	4	5
37-48 MONTHS	8	15	11	4	3	1
49+ MONTHS	13	18	21	5	3	7

TABLE 5W
Amount of time students, taking single sessions and combinations of sessions, spent (outside of class) with people who speak English.

1. None at all
2. Only a little
3. Half the time
4. Most of the time
5. All the time

TO N = 323 OMITS 21 TIME FREQUENCY	TA N = 422 OMITS 20 TIME FREQUENCY	TB N = 312 OMITS 14 TIME FREQUENCY	TO+TA N = 132 OMITS 7 TIME FREQUENCY	TO+TB N = 103 OMITS 6 TIME FREQUENCY	TA+TB N = 95 OMITS 4 TIME FREQUENCY
1 10	1 11	1 6	1 5	1 1	1 3
2 114	2 143	2 93	2 48	2 41	2 29
3 78	3 84	3 64	3 33	3 29	3 17
4 64	4 105	4 92	4 23	4 20	4 28
5 36	5 59	5 43	5 16	5 6	5 14

TABLE 5XX

The number of years students, taking single sessions and combinations of sessions, had spent studying English in language classes in their own countries.

	1 - 2 YEARS	3 - 5 YEARS	6 - 8 YEARS	9 - 11 YEARS	12 + YEARS
TO	30	50	78	55	41
TA	32	83	82	77	78
TB	18	37	49	68	77
TO+TA	15	27	38	12	18
TO+TB	11	13	21	20	13
TA+TB	3	15	13	22	20

TABLE 5YY

The number of years students, taking single sessions and combinations of sessions, had spent studying English in language classes in Britain.

	1 YEAR	2 YEARS	3 - 4 YEARS	4 + YEARS
TO	31	21	11	10
TA	47	26	11	13
TB	15	17	9	4
TO+TA	24	10	3	4
TO+TB	4	7	4	3
TA+TB	3	4	2	5

TABLE 522

The number of students, taking single sessions and combinations of sessions, who had previously been taught a subject(s) in English, e.g. science, history, economics, etc.

1. Those who had previously been taught a subject in English.
2. Those who had never been previously taught a subject in English.

TO N = 323 OMITS 20 VALUE FREQUENCY		TA N = 422 OMITS 23 VALUE FREQUENCY		TB N = 312 OMITS 15 VALUE FREQUENCY		TO+TA N = 132 OMITS 7 VALUE FREQUENCY		TO+TB N = 103 OMITS 6 VALUE FREQUENCY		TA+TB N = 95 OMITS 5 VALUE FREQUENCY	
1	167	1	258	1	228	1	68	1	58	1	74
2	136	2	141	2	69	2	57	2	39	2	16

TABLE 5AAA

The number of students, taking single sessions and combinations of sessions, who had studied the subject(s) in English at primary level, at secondary level, as an undergraduate, or as a postgraduate.

	PRIMARY	SECONDARY	UNDERGRADUATE	POST-GRADUATE
TO	46	102	64	37
TA	98	181	96	39
TB	111	173	107	44
TO+TA	17	45	25	9
TO+TB	19	35	22	15
TA+TB	35	56	22	7

TABLE 5B8B

The number of students, taking single sessions and combinations of sessions, who had

- 1) never
2) sometimes
3) often

previously needed to read articles, books, etc. in their subject/area of specialization in English.

TO		TA		TB		TO+TA		TO+TB		TA+TB	
N = 323		N = 422		N = 312		N = 132		N = 103		N = 95	
OMITS 23		OMITS 30		OMITS 15		OMITS 8		OMITS 6		OMITS 4	
VALUE	FREQUENCY	VALUE	FREQUENCY	VALUE	FREQUENCY	VALUE	FREQUENCY	VALUE	FREQUENCY	VALUE	FREQUENCY
1	10	1	21	1	7	1	4	1	3	1	3
2	128	2	163	2	100	2	57	2	39	2	32
3	162	3	208	3	190	3	63	3	55	3	56

APPENDIX 5.3

Instructions to Invigilators

SESSION I INSTRUCTIONS TO INVIGILATORS

TIMING FOR SESSION I

Part One	75 minutes
Part Two	10 minutes
Part Three	50 minutes
Part Four	30 minutes

- Ensure all candidates have an ANSWER BOOKLET and a SOURCE BOOKLET.
 - Tell them to write their names on the front cover of the ANSWER BOOKLET.
 - Tell students to turn to Page 1 in the ANSWER BOOKLET.
 - Switch on tape - play General Introduction to Session I.
 - As soon as this finishes switch off tape as there is a very short gap before the recording for Part Two of the test starts.
-

PART ONE (75 minutes)

- 0 - Start them off on Part One, Task One (page 2).
- 20 - After 20 minutes warn them they only have 20 minutes left for Task One.
- 35 - After 35 minutes warn them they only have 5 minutes left for Task One.
- 40 - After 40 minutes tell them they should now turn to Page 5 and start Task Two.
- 60 - After 60 minutes warn them they only have 15 minutes left for Task Two.
- 70 - After 70 minutes warn them they only have 5 minutes left for Task Two.
- 75 - After 75 minutes tell them to finish off.
 - Collect Part One of the ANSWER BOOKLET.
 - Check names are on front cover.
 - You can give them a short break here.

PART TWO (10 minutes)

- 0 - Tell them to read Page 9 and write their names on this page in the space provided.
 - Tell them to turn to Page 10. Now start the tape again.
 - When the dictation is finished, they will be told by the speaker on the tape that they have 2 minutes to check through their work. Tell them that, when they have finished checking through, they should turn over the page and read about Part Three of the test on Page 12.
DO NOT STOP THE TAPE
-

PART THREE (50 minutes)

- 0 - After the introduction to Part Three, Task One they will have 5 minutes to read the outline on Pages 14-16. **DO NOT STOP THE TAPE.**
 - After 5 minutes silence on the tape the lecture will start and it lasts for about 10 minutes.
 - 15 - After the lecture is finished switch the tape off. Tell them that they have 10 minutes to complete the ANSWERS on Pages 14-16.
 - 25 - After they have had 10 minutes to complete the ANSWERS, tell them to start Task Two on Page 17.
 - 45 - After they have had 20 minutes on this task tell them to finish off.
 - 50 - Tell them all to turn to Page 19, to read this page and then Page 20.
-

PART FOUR (30 minutes)

- Show them on the board how to fill in the answer sheet. They should use a pencil or a black biro for this.
 - Tell them to write their names only on the ANSWER SHEET in the space provided. Do not worry about Centre Number etc.
 - Tell them they have 30 minutes to finish Part Four of the test and must write their answers on the ANSWER SHEET. Check they are doing this.
 - 25 - Warn them they only have 5 minutes left.
 - 30 - Tell them to finish off.
-

POST-TEST

- Distribute the follow up questionnaires (and self assessment sheets, if not already completed prior to the day of the test), as they are finishing off.
- Please ensure that they write their names on these and on Page 9. the front of the second half of the ANSWER BOOKLET. Also ensure that they have written their names on the ANSWER SHEET for the multiple choice.
- As they finish, collect in ANSWER BOOKLET, ANSWER SHEET, SOURCE BOOKLET, FOLLOW UP QUESTIONNAIRE.

Please return these together with the TEST TAPE and Part One of the ANSWER BOOKLET to the test co-ordinator.

Thank you very much for your assistance in administering this test.

SESSION IIA INSTRUCTIONS TO INVIGILATORS

TIMING FOR SESSION IIA

Part One	80 minutes
Part Two	30 minutes
Part Three	65 minutes

- Ensure all candidates have an ANSWER BOOKLET and a SOURCE BOOKLET.
 - Tell them to write their names on the front cover of the ANSWER BOOKLET.
 - Tell students to turn to Page 1 in the ANSWER BOOKLET.
 - Switch on tape - play General Introduction to Session II.
 - As soon as this finishes switch off tape as there is a very short gap before the recording for Part Two of the test starts.
 - Demonstrate how to fill in multiple choice answer sheet for Part One, Task One
-

PART ONE (80 minutes)

- 0 - Start them off on Part One, Task One (page 3).
 - Check they fill in their names correctly on the multiple choice answer sheet.
 - Check they are filling in their answers correctly.
- 25 - After 25 minutes warn them they only have 5 minutes left for Task One.
- 30 - After 30 minutes tell them to turn to Page 7 and start Task Two. Explain procedure if necessary and adjust timing accordingly.
- 45 - After 45 minutes warn them they only have 5 minutes left for Task Two.
- 50 - After 50 minutes tell them to turn to Page 9 and start Task Three.
- 75 - After 75 minutes warn them they only have 5 minutes left for Task Three.
- 80 - After 80 minutes tell them to finish off.
 - Collect Part One of the ANSWER BOOKLET.
 - Check names are on front cover.
 - You can give them a short break here.

PART TWO (30 minutes)

- 0 - Tell them to read Page 13 and write their names on this page in the space provided.
 - Tell them to turn to Page 14. Now start the tape again.
Do not switch it off until interview is finished (3 minutes silence on tape for reading through).
 - 15 - When the interview is over tell them they have 15 minutes to complete these questions and that they can start Part Three on Page 18 if they finish before this.
 - 30 - After they have had 15 minutes to complete the questions, tell them to turn to Page 18 and start Part Three of the test.
-

PART THREE (65 minutes)

- 40 - After 40 minutes warn them they only have 10 minutes left for Task One.
 - 50 - After 50 minutes tell them to turn to Page 22 and start Task Two. Warn them they only have 15 minutes for Task Two. If they finish Task One before time tell them to go on to Task Two.
 - 60 - After 60 minutes warn them they only have 5 minutes left for Task Two.
 - 65 - After 65 minutes tell them to finish off.
-

POST-TEST

- Distribute the follow up questionnaires (and self assessment sheet if not already completed prior to the day of the test) as they are finishing off.
- Please ensure that they write their names on these and on Page 13, the front of the second half of the ANSWER BOOKLET.
- As they finish, collect in ANSWER BOOKLET, SOURCE BOOKLET, FOLLOW UP QUESTIONNAIRE and SELF ASSESSMENT SHEET (where appropriate).

Please return these together with the TEST TAPE and Part One of the ANSWER BOOKLET to the test co-ordinator.

Thank you very much for your assistance in administering this test.

SESSION IIB INSTRUCTIONS TO INVIGILATORS

TIMING FOR SESSION IIB:

Part One 80 minutes

Part Two 30 minutes

Part Three 65 minutes

-
- Ensure all candidates have an ANSWER BOOKLET and a SOURCE BOOKLET.
 - Tell them to write their names on the front cover of the ANSWER BOOKLET.
 - Tell students to turn to Page 1 in the ANSWER BOOKLET.
 - Switch on tape - play General Introduction to Session II.
 - As soon as this finishes switch off tape as there is a very short gap before the recording for Part Two of the test starts.
 - Demonstrate how to fill in multiple choice answer sheet for Part One, Task One.
-

PART ONE (80 minutes)

- 0 - Start them off on Part One, Task One (page 3).
 - Check they fill in their names correctly on the multiple choice answer sheet.
 - Check they are filling in their answers correctly.
- 25 - After 25 minutes warn them they only have 5 minutes left for Task One.
- 30 - After 30 minutes tell them to turn to Page 7 and start Task Two. Explain procedure if necessary and adjust timing accordingly.
- 45 - After 45 minutes warn them they only have 5 minutes left for Task Two.
- 50 - After 50 minutes tell them to turn to Page 9 and start Task Three.
- 75 - After 75 minutes warn them they only have 5 minutes left for Task Three.
- 80 - After 80 minutes tell them to finish off.
 - Collect Part One of the ANSWER BOOKLET.
 - Check names are on front cover.
 - You can give them a short break here.

PART TWO (30 minutes)

- 0 - Tell them to read Page 12 and write their names on this page in the space provided.
 - Tell them to turn to Page 13. Now start the tape again.
Do not switch it off until interview is finished (3 minutes silence on tape for reading through).
 - 15 - When the interview is over tell them they have 15 minutes to complete these questions and that they can start Part Three on Page 17 if they finish before this.
 - 30 - After they have had 15 minutes to complete the questions, tell them to turn to Page 17 and start Part Three of the test.
-

PART THREE (65 minutes)

- 40 - After 40 minutes warn them they only have 10 minutes left for Task One.
 - 50 - After 50 minutes tell them to turn to Page 21 and start Task Two. Warn them they only have 15 minutes for Task Two. If they finish Task One before time tell them to go on to Task Two.
 - 60 - After 60 minutes warn them they only have 5 minutes left for Task Two.
 - 65 - After 65 minutes tell them to finish off.
-

POST-TEST

- Distribute the follow up questionnaires (and self assessment sheet if not already completed prior to the day of the test) as they are finishing off.
- Please ensure that they write their names on these and on Page 12, the front of the second half of the ANSWER BOOKLET.
- As they finish, collect in ANSWER BOOKLET, SOURCE BOOKLET, FOLLOW UP QUESTIONNAIRE and SELF ASSESSMENT SHEET (where appropriate).

Please return these together with the TEST TAPE and Part One of the ANSWER BOOKLET to the test co-ordinator.

Thank you very much for your assistance in administering this test.

APPENDIX 5.4

T.E.A.P. Pre-test Mark Schemes

5.4.1 Session I TO

5.4.2 Session IIA TA

5.4.3 Session IIB TB

5.4.4 Sheets Used by Examiners for
Recording Marks for the
Various Tasks

Appendix 5.4.1

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Session I TO

MARK SCHEME

TEST IN ENGLISH FOR ACADEMIC PURPOSES (T.E. A. P.)

Session I

M A R K I N G S C H E M E

S E S S I O N I

PART 1

- T011 - Writing Assessment Scales and Content Scheme
- T012 - Short Answer Questions

PART 2

- T021 - Dictation

PART 3

- T031 - Short Answer Questions
- T032 - Writing Assessment Scales and Content Scheme

PART 4

- T041 - Key to Multiple Choice Questions

(T O I I) : C O N T E N T S C H E M E

"READ THE PASSAGE ON PAGES 4 - 10 AND SUMMARISE, IN YOUR OWN WORDS AS FAR AS POSSIBLE, THE DANGERS TO HEALTH FROM CIGAPETTE SMOKING."

REQUIRED LENGTH: ABOUT 200 WORDS

MAIN POINTS:

1) Increased Mortality Rate If You Smoke

- 1.1 The mortality rate of smokers increased by between 28% and 84% over non-smokers.
- 1.2 The mortality rate is affected by age at which you start and number of cigarettes smoked.
- 1.3 Mortality rate increased for those who inhale.
- 1.4 Mortality rate decreases when you stop smoking.
- 1.5 Female mortality rate lower than males because they smoke less/inhale less/start later.

2) Cigarette Smoking Causes Diseases

- 2.1 Responsible agents for disease are: tar/nicotine/carbon monoxide.
- 2.2. Main diseases:
 - 2.2.1 heart
 - 2.2.2 lungs
 - 2.2.3 other; e.g. peptic ulcers, cancer of other organs.

T E A . P . A T T R I B U T E W R I T I N G S C A L E S

*A. RELEVANCE AND ADEQUACY OF CONTENT

0. THE ANSWER BEARS ALMOST NO RELATION TO THE TASK SET. TOTALLY INADEQUATE ANSWER.
1. ANSWER OF LIMITED RELEVANCE TO THE TASK SET. POSSIBLY MAJOR GAPS IN TREATMENT OF TOPIC AND/OR POINTLESS REPETITION.
2. FOR THE MOST PART ANSWERS THE TASK SET, THOUGH THERE MAY BE SOME GAPS OR REDUNDANT INFORMATION.
3. RELEVANT AND ADEQUATE ANSWER TO THE TASK SET.

*B. COMPOSITIONAL ORGANISATION

0. NO APPARENT ORGANISATION OF CONTENT.
1. VERY LITTLE ORGANISATION OF CONTENT. UNDERLYING STRUCTURE NOT SUFFICIENTLY APPARENT.
2. SOME ORGANISATIONAL SKILLS IN EVIDENCE, BUT NOT ADEQUATELY CONTROLLED.
3. OVERALL SHAPE AND INTERNAL PATTERN CLEAR. ORGANISATIONAL SKILLS ADEQUATELY CONTROLLED

*C. COHESION

0. COHESION ALMOST TOTALLY ABSENT. WRITING SO FRAGMENTARY THAT COMPREHENSION OF THE INTENDED COMMUNICATION IS VIRTUALLY IMPOSSIBLE.
1. UNSATISFACTORY COHESION MAY CAUSE DIFFICULTY IN COMPREHENSION OF MOST OF THE INTENDED COMMUNICATION.
2. FOR THE MOST PART SATISFACTORY COHESION THOUGH OCCASIONAL DEFICIENCIES MAY MEAN THAT CERTAIN PARTS OF THE COMMUNICATION ARE NOT ALWAYS EFFECTIVE.
3. SATISFACTORY USE OF COHESION RESULTING IN EFFECTIVE COMMUNICATION.

*D. ADEQUACY OF VOCABULARY FOR PURPOSE

0. VOCABULARY INADEQUATE EVEN FOR THE MOST BASIC PARTS OF THE INTENDED COMMUNICATION.
1. FREQUENT INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS FREQUENT LEXICAL INAPPROPRIACIES AND/OR REPETITION.
2. SOME INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS SOME LEXICAL INAPPROPRIACIES AND/OR CIRCUMLOCUTION.
3. ALMOST NO INADEQUACIES IN VOCABULARY FOR THE TASK. ONLY RARE INAPPROPRIACIES AND/OR CIRCUMLOCUTION.

E. GRAMMAR

0. ALMOST ALL GRAMMATICAL PATTERNS INACCURATE.
1. FREQUENT GRAMMATICAL INACCURACIES.
2. SOME GRAMMATICAL INACCURACIES.
3. ALMOST NO GRAMMATICAL INACCURACIES.

F. MECHANICAL ACCURACY I (PUNCTUATION)

0. IGNORANCE OF CONVENTIONS OF PUNCTUATION.
1. LOW STANDARD OF ACCURACY IN PUNCTUATION.
2. SOME INACCURACIES IN PUNCTUATION
3. ALMOST NO INACCURACIES IN PUNCTUATION.

G. MECHANICAL ACCURACY II (SPELLING)

0. ALMOST ALL SPELLING INACCURATE.
1. LOW STANDARD OF ACCURACY IN SPELLING
2. SOME INACCURACIES IN SPELLING.
3. ALMOST NO INACCURACIES IN SPELLING.

(T012)

1. Give a phrase that could replace "because of" in line 3 of the Introduction to the reading passage.
caused by/due to/resulting from/produced by/as a result of/owing to/ 1
the reason being/created by/in terms of
2. What does "it", as used in Section I, line 23, refer to?
sniffing/solvent abuse 1
3. Write another word that could replace "but" in Section I, line 26.
however/although /though/nevertheless/except/yet 1
4. Copy the first six words of a sentence from Section I which acts as a definition. 1
Drug dependence is a state ... - This is the ...
... A drug is any substance ...
5. Write out the first six words of the sentence from lines 1-10 of Section II which best summarises the content of the paragraph.
The motivating factors that cause people ... 1
6. Find from Section II one word which means the same as:
not decisive, unconvincing inconclusive 1
7. Find from Section II one word which means the same as:
at variance, contending conflicting 1
8. Look at lines 6-12 of Section IV. Why might some people believe that cigarette consumption does not cause increased susceptibility to disease?
They could be simultaneously inherited traits./ They think there is 1
no causal relationship

9. Look at lines 6-12 of Section IV. What argument is made for accepting the connection between disease and cigarette smoking?

As people stop smoking the incidence of disease and mortality
diminishes/Studies have confirmed it/Smoking causes diseases
and increases the mortality rate

1

10. Look at the part of Section IV headed "Coronary heart disease". What does the author think is the strongest factor connecting smoking and heart diseases?

Carbon monoxide (in tobacco smoke.) / CO

2

11. Below are four headings for Sections I-IV in the text. Against each heading indicate the section of the text for which that heading would be most suitable.

a) Smoking

Section II

b) Drug dependence

Section I

c) Diseases associated with smoking

Section IV

d) Death through smoking

Section III (II)

three
or four
correct - 2
one or two
correct - 1

12. Give one reference the author uses for information about the smoking habits of British doctors.

Doll and Hill/B M. Journal (etc.) /or

World Health Organisation/Smoking and Health 1971

2

13. What are the differences between male and female smoking habits?!

a) females generally smoke less b) inhale less

c) start smoking at a later age

d) mortality rate higher

Any three
- 2
one/two - 1

TURN OVER

14. What does Figure 21.3 on page 6 of the SOURCE BOOKLET tell you about the effects of giving up smoking?

a) the mortality rate diminishes according to numbers of years

stopped smoking

or: continuing smokers far greater chance of dying than non-smokers

15. The final paragraph to the passage is not shown on page 7 of the SOURCE BOOKLET. The following seven sentences originally formed that final paragraph, but they are not in the correct order. Indicate, by numbering 1 to 7, in the boxes provided, the order in which you think the sentences originally appeared.

Subject number eight was a non-smoker, who spent over three hours in the pub and his level of about 1% is a typical background level for most urban non-smokers.

Alt.

5

7

The results of one such study by Dr. Alan Bailey of the B.U.P.A. Medical Centre in London are shown in Figure 21.6.

2

2

All sequences correct - 4

Eight volunteers offered samples of their blood on entering and then on leaving the pub.

4

4

1 out of order - 2

Studies have been undertaken in order to establish the link between smoking and carbon monoxide levels.

1

1

The next three subjects increased their levels whilst in the pub by almost 100%, the highest level achieved being 16% by closing time (3.00 p.m.).

7

6

His study was undertaken in a congenial site and at a congenial time, namely the local pub on a Saturday morning.

3

3

Subjects one, two and three had already reached their maximum level on entering the pub and it is likely that their average level during each day is between 6% and 10%.

6

5

TOTAL 23

(T O 2 1) . D I C T A T I O N

MARKING SCHEME.

One mark is to be given for each segment in the passage below that is re-encoded in a semantically acceptable form, e.g. Firstly as l., World Health Organisation as WHO, not less than as >.
No marks are to be deducted for use of recognisable standard or personal abbreviations, omission of communicatively redundant items, e.g. articles, or spelling and punctuation errors.

Segment

- 1 THE TITLE OF THE PAPER IS: THE RISKS TO HEALTH CAUSED BY CIGARETTE SMOKING /
- 2 THE LENGTH IS NOT TO EXCEED THREE THOUSAND WORDS /
- 3 IT SHOULD NOT BE LESS THAN SEVEN HUNDRED AND FIFTY WORDS. /
- 4 IT IS TO BE TYPED ON ONE SIDE OF THE SHEET ONLY. /
- 5 LEAVE A THREE QUARTERS OF AN INCH MARGIN ON THE LEFT HAND SIDE. /
- 6 REFERENCES MUST BE GIVEN IN FULL. /
- 7 MARKS WILL BE DEDUCTED FOR UNTIDY WORK. /
- 8 MOST ATTENTION WILL BE PAID TO ORGANISATION AND SUBJECT CONTENT. /
- 9 THE FOLLOWING THREE REFERENCES SHOULD BE LOOKED AT : /
- 10 FIRSTLY, WILLIAM SMITH, SMOKING AND HEALTH, /
- 11 THE BRITISH MEDICAL JOURNAL /
- 12 VOLUME 1 NUMBER FOUR 1967, PAGES THIRTEEN TO THIRTY-TWO, /
- 13 SECOND, WORLD HEALTH ORGANISATION; THE EFFECT OF SMOKING, NINETEEN SEVENTY-TWO /
- 14 THIRD, PAGES ONE THOUSAND AND TWENTY FOUR TO ONE THOUSAND ONE HUNDRED AND AND THIRTY SEVEN /
- 15 AMERICAN SURGEON-GENERAL'S REPORT ON SMOKING AND HEALTH, NINETEEN SEVENTY EIGHT. /

(T031)

STATEMENT 1. IT IS IMPORTANT TO EMPHASISE THE PREVENTION OF ACCIDENTS AND ILLNESS AND THE PROMOTION OF HEALTH

1.1 According to the speaker, what is the argument put forward by those anxious to maintain the existing emphasis on interventionist medicine?

NOTES:

ANSWER. *Can't prevent illness until you know the cause* .. 1

1.2 Why does the speaker say that research aimed at isolating individual causative agents is of doubtful validity?

NOTES

ANSWER. *Most illness or not traceable to one cause* .. 1

1.3 Give one example the speaker uses to illustrate how people attempted to combat illness before definitive scientific proof was available.

NOTES:

ANSWER: *John Snow (water and cholera) blame people/insurance underwriters' Broad Street water pump* 1

1.4 The speaker concedes the value of some modern interventionist medicine in terms of the information it may offer, but this does not persuade him that it should be supported in all its various forms, nor that preventive care should necessarily play second fiddle to it. What does "play second fiddle to it" mean in this context?

NOTES.

ANSWER. *Be considered as secondary to / not as important as / have a lower priority than / take second place/etc.* 1

STATEMENT 2. TO ESTABLISH THE BASIS FOR THE PROMOTION AND PURSUIT OF HEALTH
AS WELL AS THE PREVENTION OF ILLNESS THERE MUST BE A COMMIT-
MENT TO EDUCATION

2.1 The speaker says that education has two roles. The first is to combat misinformation from the multi-million pound anti-health industries. What are these industries?

NOTES: a)
b)
c)

ANSWER: a) *Alcohol* *All three - 2*
b) *Tobacco (Smoking)* *One or two - 1*
c) *Food*

2.2 What does the speaker see as the second role of education?

NOTES:
.....

ANSWER: *Positive/Public education, (e.g. through schools/media.)/ 2*
teaching people about the dangers/to inform people about the dangers of these destroyers

2.3 As well as already existing public education concerning strikes, the speaker says, there is a need for education concerning other causes of lost working days. What are these other causes?

NOTES: a)
b)
c)

ANSWER: a) *Tooth decay* *All three - 2*
b) *Back pain* *One or two - 1*
c) *Injuries at work*

STATEMENT 3. ANY CONCERN FOR PREVENTIVE CARE OR THE PROMOTION OF HEALTH MUST INCLUDE A STRATEGY FOR CONFRONTING THE THREAT POSED BY THE MAJOR DESTROYERS OF OUR DAY

3.1 What are these major destroyers?

NOTES: a) b)
c) d)

ANSWER: a) Cigarettes..... b) Alcohol..... All four - 2
c) Poor diet..... d) Accidents..... Two or three - 1

3.2 The speaker emphasises that he is not talking about education concerning these threats. What is he talking about?

NOTES:

ANSWER. ...Need to take action/control these scourges. 2

3.3 The speaker next describes the major destroyer - accidents.

a) How many people are killed in accidents at work each year?

NOTES:

ANSWER. 650

b) How many people are killed in the home and at play each year?

NOTES:

ANSWER: 6,500

c) How many people are injured in road accidents each year?

NOTES:

ANSWER: 75,000 1

d) How many people are killed in road accidents each year?

NOTES:

ANSWER: 7,500 1

TOTAL

(T O 3 2) : C O N T E N T S C H E M E

IN YOUR OWN WORDS AS FAR AS POSSIBLE SUMMARISE WHAT THE TALK WAS ABOUT.

(REQUIRED LENGTH ABOUT 200 WORDS.)

PREVENTION OF ACCIDENTS/PROMOTION OF HEALTH

I. Current Interventionist Medicine: Arguments For and Against

- (a) Pro: Can't prevent until know the causes.
- (b) But can't wait for perfect scientific experimental proof of causes:
 - (1) Few modern diseases have single cause.
 - (11) Good historical precedents for preventive action without strict scientific justification (e.g. cholera/Soho water (1853), fat people prone to illness).
- (c) Thus modern interventionist medicine:
 - (1) offers some information, but
 - (1i) doesn't mean we must support it in all forms or that preventive care should be secondary.

II. Need for Education and Awareness

Two roles of health education:

- (i) Combat misinformation from anti-health forces (tobacco, alcohol, food industries).
- (ii) Positive education, in schools, offices, home.

Need for switch in media's attention from concern with work days lost through strikes to far greater loss through preventable accidents at work, ill health due to tooth decay, back pain.

III. Need strategy for Further Action

Positive action as well as education necessary to confront the threat from the major destroyers of our day smoking, alcohol, poor diet, accidents (e.g. food industry).

Attribute writing scales as for Part One, Task One above.

T041

- | | |
|-------|-------|
| 1. D | 31. A |
| 2. A | 32. D |
| 3. A | 33. D |
| 4. D | 34. C |
| 5. A | 35. C |
| 6. B | 36. B |
| 7. C | 37. D |
| 8. A | 38. C |
| 9. C | 39. B |
| 10. C | 40. A |
| 11. C | 41. A |
| 12. D | 42. B |
| 13. A | 43. C |
| 14. C | 44. A |
| 15. D | 45. D |
| 16. A | 46. D |
| 17. A | 47. B |
| 18. D | 48. B |
| 19. D | 49. B |
| 20. B | 50. A |
| 21. B | 51. C |
| 22. B | 52. B |
| 23. C | 53. C |
| 24. C | 54. C |
| 25. A | 55. C |
| 26. A | 56. A |
| 27. C | 57. C |
| 28. D | 58. B |
| 29. D | 59. A |
| 30. D | 60. B |

(Machine Marked)

NAME OF CANDIDATE _____

TEAP SESSION I RESULTS SHEET

WRITING ABILITY CRITERIA DESCRIPTORS	Scale	
	P ₁ t ₁	P ₂ t ₂
A. RELEVANCE AND ADEQUACY OF CONTENT		
B. COMPOSITIONAL ORGANISATION		
C. COHESION		

D. ADEQUACY OF VOCABULARY		
E. GRAMMAR		
F. PUNCTUATION (M I)		
G. SPELLING (M II)		

I. WRITING ABILITY	
T011 	<u>21</u>
T032 	<u>21</u>
II. READING ABILITY	
T012	<u>23</u>
III. LISTENING ABILITY	
T021 	<u>15</u>
T031 	<u>18</u>
IV. KNOWLEDGE OF GRAMMAR	
T041	<u>60</u>

Appendix 5.4.2

Session IIA TA

MARK SCHEME

TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T.E.A.P.)

Session **TA** (

General

Academic

MARKING SCHEME

SESSION TA GENERAL ACADEMIC

PART ONE

- TA11 - Key to multiple choice questions
- TA12 - Gap-filling
- TA13 - Short answer questions

PART TWO

- TA21 - Listening to lecture and notetaking

PART THREE

- TA31 - Writing assessment scales and content scheme
- TA32 - Editing

.T A 11

1.D

2.C

3.D

4.A

5.B Questions 1 - 9: 1 mark each.

6.C.

7.B

8.D

9.C

10.D (2 marks)

11.A (2 marks)

12.B (2 marks)

13.C (2 marks)

•
(Machine marked)

T A 1 2 A

A very striking result obtained the essays and the discussions of my sample was the mention of the friendliness and informality the majority of the British tutors had obviously been adept at putting students at their ease embarking on constructive criticism or discussion. This was appreciated by almost all students right across the sample. One student, however, a middle-aged male of high status from a Far Eastern culture failed to refer to this factor but also had such deeply entrenched proxemic attitudes refused to sit alongside me when I discussed his written work, insisting on taking up a position on the other side of the desk. Informality, or what he perceived as informality, in this case clearly disoriented (the word is singularly apt) the student. A further personal observation in respect of formality is also perhaps worth making. This concerns the initial bewilderment and utter disorientation when students from certain backgrounds (the Turks, I have found to be most prominent in this respect) are faced with higher learning. It is not just that humour is often culture bound and frequently exigent in the demands on language competence; it is simply that for certain cultures humour and higher learning do not mix, and so the cone may be something akin to frivolousness or even blasphemy. Of course, in time, students learn to appreciate, or perhaps to put up with, such a style, but the earlier stages may be quite different.

Another matter of great concern to the overseas students was the question of tutor accessibility and contact time. The majority interviewed expressed a view in line with the mature student who wrote "being a tutor or supervisor means not only to want to help but also to have time to do so." Another complained "most of the supervisors are too busy to spare ten to fifteen minutes of their students in a week, which is not near enough to help a student in his or her research." This is an experience that seems to be limited to overseas students from Departments whose post-graduates are almost entirely British. If a Department consists largely of overseas students it would seem that their special need for more generous supervision (at least as regards time) on the staff; it is certainly appreciated by the students. This problem is particularly difficult for the overseas student in that in his society he may have a tradition of more frequent and much more easy access, as of right. (Though this, of course, also be true.) An appointment system may be alien and the business of coming straight to the professional point without the preliminary and sometimes lengthy social courtesies may be interpreted as most unpleasant, if not downright crude.

from
among
who
before

TA12B

1 A very striking result obtained / the essays and the discussions of my
2 sample was the mention of the friendliness and informality / the
3 majority of the British tutors / had obviously been adept at putting students
4 at their ease / embarking on constructive criticism or discussion
5 This was appreciated by almost all students right across / sample. One
6 student, however, a middle-aged male of high status from a Far Eastern
7 culture, / only failed to refer to this factor but also had such deeply
8 entrenched proxemic attitudes / he refused to sit alongside me when
9 I discussed his written work, insisting on taking up a position on the other
10 side of the desk. Informality, or what he perceived as informality, in this
11 case clearly disoriented (the word is singularly apt) the student. A further
12 personal observation in respect of formality is also perhaps worth making.
13 This concerns the initial bewilderment and utter disorientation / occur
14 when students from certain backgrounds (the Turks, I have found to be
15 most prominent in this respect) find / mixed with higher learning
16 It is not just that humour is often culture bound and frequently exigent
17 in the demands / makes on language competence, it is simply that for
18 certain cultures humour and higher learning do / mix, and so the tone may
19 be / as something akin to frivolousness or even to blasphemy. Of course,
20 in time, students learn to appreciate, or perhaps to put up with, such
21 a style, but the earlier stages may be quite /.

22 / matter of great concern to the overseas students was the question
23 of tutor accessibility and contact time. The majority of / interviewed
24 expressed a view in line / one mature student who wrote "Being a tutor
25 or supervisor means not only to want to help but also to have time to do
26 so." Another complained "Most of the supervisors are too / and can only
27 spare ten to fifteen / to their students in a week, which is not
28 nearly / to help a student in his or her research." This is an experience
29 that seems to be limited to overseas students from Departments whose
30 post-graduates are almost entirely British / a Department consists
31 largely of overseas students it would seem that their special need for more
32 generous supervision (at least as regards time) is / by the staff,
33 it is certainly appreciated by the student. / may make this problem
34 peculiarly difficult for the overseas student is that if / own society he
35 may have a tradition of much / frequent and much more easy access,
36 as of right (Though the / way, of course, also be true) An appointment,
37 system may be alien and the business of coming straight to the professional
38 point without the preliminary and sometimes lengthy social courtesies

from _____
among _____
who _____
before _____
the/my/this _____
not _____
that/once _____
which/that _____
humour/informality _____
it (that) _____
not _____
interpreted/taken/seen/regarded/perceived/prevalent / thought of/defined/understood,
demanding/
troublesome/difficult/unsettling/hard/disastrous/unpleasant/unpleasant/undignified/undignified/
different/confusing/trying/strange/rough/despoiling/baffling / daunting
another/a/he (s)/one _____
students/those / them / people (the) _____
with _____
busy/impatient/preoccupied / lazy/occupied/careless/burdened _____
minutes / (hours?) _____
enough/sufficient/adequate _____
where/s/when / whenever _____
done/noticed _____
realized/realized/realized/encouraged/encouraged/met/accepted/appreciated/understood/felt /
what _____
his / their/one's _____
more _____
converse/opposite/reverse / converse

1 mark for showing where answer is.
1 mark for supplying word appropriate to context

T A 13

1. Write another word or phrase that could replace "Thus" in line 6.
For this reason/therefore/so/consequently/that is why/accordingly/ 1
hence /because of that
2. From Section I find one word which means the same as "include".
incorporate/involve 1
3. In Section I, according to the author, from what three points of view can the language needs of students be looked at?
 a) social (survival)
 b) general academic studies All 3 = 2
 c) specific subject 1 or 2 = 1
4. Write another word or phrase that could replace "us" in line 59.
Language staff/authorities of Manchester & Newcastle upon Tyne Universities/
the department/my colleagues and I/the course designers/the survey team/ 1
the course organizers/the testers/English language faculty/authors/
5. In Section II, according to the author, which skill do most students experience greatest difficulty with on arrival?
understanding spoken English 1
6. In Section II, what was the purpose of gathering information on the language problems of overseas students?
to enable course emphasis to be placed in the correct position /to 1
programme an English course for overseas students
7. In Section III, according to the author, what facilities are available for those students who want help with grammar?
Remedial Grammar Bank/some Language Laboratory material/ Learning aids 1
8. Write another word or phrase that could replace "it" in line 101.
the timetable /this/the course/that 1

/ Alternatives.

9. Below are three headings for Sections I-III in the text. Against each heading indicate the section of the text for which that heading would be the most suitable.

- | | | |
|------------------------------------------------------|--------------------|-------------------|
| a) Course Activities | Section <u>III</u> | <i>All 3 = 2</i> |
| b) The Language Needs of the Students | Section <u>I</u> | <i>1 or 2 = 1</i> |
| c) The Relative Importance of Student's Difficulties | Section <u>II</u> | |

10. The next to last paragraph of the third reading passage is not shown on page 8 of the SOURCE BOOKLET. The following four sentences originally formed that paragraph, but they are not in the correct order. Indicate, by numbering 1-4 in the boxes, the order in which you think the sentences originally appeared.

In addition, flexibility is provided by the use of teaching materials which cater for a range of abilities 3

These open periods allow a tutor to work at the pace of the group and include practice in the period that he considers desirable. 2

*All correct = 2
1 out of 3 or der = 1*

Finally, flexibility is also incorporated in the progress tests given at the end of each Block; each tutor determines his/her own test content: 4

Some flexibility is given to each tutor and group by including a number of open periods per week. 1

11. Where does the author suggest you look for further information on:

- a) understanding lectures and taking notes?

(Alan) Matthews (same vol) footnote 1 1

- b) getting people to repeat or clarify what they have said, particularly in seminars?

(Grahame) Cawood (same vol) footnote 3 1

TURN OVER

12. Look closely at Figure 1, page 9 of the SOURCE BOOKLET. Describe briefly the main differences between the activities taking place in Blocks I and II.

In Block I. 1) preparation for language laboratory

2) social English

3) (guidance on) reading for information

Block II. replaced by

1 } academic writing

2 } E.S.P.

3 } Seminar strategies and seminars

4 } Talks/discussion

5 } Open periods

7/8 differences mentioned correctly = 3 marks

4/8 " " " " = 2 marks

TOTAL

18 marks

T A 2 T

1. According to the speakers where do most of the students on the present pre-sessiona] course come from?

NOTES: _____

ANSWER: Bangladesh /Iraq/Thailand/Arab Countries in general and Latin 3 - 5: 2 r
America. 1 & 2: 1 r

2. According to the female speaker, Hazel, what are the two problems overseas students have on arrival?

NOTES: (i) _____

(ii) _____

ANSWER: (i) communicating 1 mark

(ii) food 1 mark

3. According to the male speaker, Don, what problem do they have?

NOTES: _____

ANSWER: home sickness 1 mark

4. Why does it seem to the female speaker, Hazel, that the spoken English of students attending the pre-sessiona] course has improved in the three years she has been involved with it?

NOTES: _____

ANSWER: she's got used to it 2 marks

5. According to Don, what is a common problem overseas students have in speaking English?

NOTES: _____

mizing in bits of own language with English (and not realizing it) / 1 mark.

ANSWER: don't realise they're not speaking English properly

6. According to Don, why is listening to spoken English so difficult on arrival?

NOTES: _____

ANSWER: English they have heard in own countries is normally very clear/ 1
precise/BBC accent/very easy to understand - different in UK

7. What does he say normally happens to the listening ability of overseas students over a period of time?

NOTES: _____

ANSWER: (natural) improvement over a period of time/ear gets attuned 1
naturally

8. What problem do some good communicators have with spoken English?

NOTES: _____

ANSWER: (in)accuracy 1

9. On the whole, what do the two speakers think about the opportunities overseas students have to speak to English people?

NOTES: _____

ANSWER: Limited/difficult/will talk to foreign students in the main/ 2
English people cold/not much

10. What does Don think the main advantages are in attending a pre-session course?

NOTES: _____

ANSWER: exposure to the language/ support/ become used to using the 2 or
language and gain in confidence/time to relax 3: 2
1: 1

TURN OVER

TURN OVER

11. What does Hazel see as the main advantage?

NOTES: _____

ANSWER: settling in time 1 1

12. The interviewer asks questions on three main topics. The first of these topics is the numbers of overseas students and their countries of origin. What are the other two?

NOTES: (i) _____

(ii) _____

ANSWER: (i) problems overseas students face 2

(ii) advantages of attending a pre-sessional course 2

T A 3 1
CONTENT SCHEME

Problems overseas students have in listening and speaking

Information from ARTICLE:-

- 1972 survey: understanding spoken English biggest problem on arrival
speaking 2nd
6 months later speaking considered to be biggest problem
- Thus students initially experience most difficulty with the receptive skill of listening and understanding - later productive skills of speaking and writing.

Information from TAPE:-

Speaking:- mix in bits of their own language with English

- even good communicators inaccurate
- problems - difficult to talk to English people -
mainly will talk with overseas students

List: the English they have heard in their own countries normally is very clear and precise /BBC accent / very easy to understand; different in U.K.;

but after period of time ear gets attuned naturally.

Plus OWN VIEWS

Some attempt to say what they think.

T.E.A.P. ATTRIBUTE WRITING SCALES

*A. RELEVANCE AND ADEQUACY OF CONTENT

0. THE ANSWER BEARS ALMOST NO RELATION TO THE TASK SET. TOTALLY INADEQUATE ANSWER.
1. ANSWER OF LIMITED RELEVANCE TO THE TASK SET. POSSIBLY MAJOR GAPS IN TREATMENT OF TOPIC AND/OR POINTLESS REPETITION.
2. FOR THE MOST PART ANSWERS THE TASK SET, THOUGH THERE MAY BE SOME GAPS OR REDUNDANT INFORMATION.
3. RELEVANT AND ADEQUATE ANSWER TO THE TASK SET.

*B. COMPOSITIONAL ORGANISATION

0. NO APPARENT ORGANISATION OF CONTENT.
1. VERY LITTLE ORGANISATION OF CONTENT. UNDERLYING STRUCTURE NOT SUFFICIENTLY APPARENT.
2. SOME ORGANISATIONAL SKILLS IN EVIDENCE, BUT NOT ADEQUATELY CONTROLLED
3. OVERALL SHAPE AND INTERNAL PATTERN CLEAR. ORGANISATIONAL SKILLS ADEQUATELY CONTROLLED.

*C. COHESION

0. COHESION ALMOST TOTALLY ABSENT. WRITING SO FRAGMENTARY THAT COMPREHENSION OF THE INTENDED COMMUNICATION IS VIRTUALLY IMPOSSIBLE.
1. UNSATISFACTORY COHESION MAY CAUSE DIFFICULTY IN COMPREHENSION OF MOST OF THE INTENDED COMMUNICATION.
2. FOR THE MOST PART SATISFACTORY COHESION THOUGH OCCASIONAL DEFICIENCIES MAY MEAN THAT CERTAIN PARTS OF THE COMMUNICATION ARE NOT ALWAYS EFFECTIVE.
3. SATISFACTORY USE OF COHESION RESULTING IN EFFECTIVE COMMUNICATION.

*D. ADEQUACY OF VOCABULARY FOR PURPOSE

0. VOCABULARY INADEQUATE EVEN FOR THE MOST BASIC PARTS OF THE INTENDED COMMUNICATION.
1. FREQUENT INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS FREQUENT LEXICAL INAPPROPRIACIES AND/OR REPETITION.
2. SOME INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS SOME LEXICAL INAPPROPRIACIES AND/OR CIRCUMLOCUTION.
3. ALMOST NO INADEQUACIES IN VOCABULARY FOR THE TASK. ONLY RARE INAPPROPRIACIES AND/OR CIRCUMLOCUTION.

E. GRAMMAR

0. ALMOST ALL GRAMMATICAL PATTERNS INACCURATE.
1. FREQUENT GRAMMATICAL INACCURACIES.
2. SOME GRAMMATICAL INACCURACIES.
3. ALMOST NO GRAMMATICAL INACCURACIES.

F. MECHANICAL ACCURACY I (PUNCTUATION)

0. IGNORANCE OF CONVENTIONS OF PUNCTUATION.
1. LOW STANDARD OF ACCURACY IN PUNCTUATION.
2. SOME INACCURACIES IN PUNCTUATION.
3. ALMOST NO INACCURACIES IN PUNCTUATION.

G. MECHANICAL ACCURACY II (SPELLING)

0. ALMOST ALL SPELLING INACCURATE.
1. LOW STANDARD OF ACCURACY IN SPELLING.
2. SOME INACCURACIES IN SPELLING.
3. ALMOST NO INACCURACIES IN SPELLING.

T A 3 2

The following extract contains a number of errors in grammar, spelling, punctuation and choice of words. Rewrite this as a formal piece of work for your tutor, making all the necessary corrections but not altering the general sense the writer intended to convey.

You have 15 minutes for this task.

VERSION ONE WITH ERRORS

Reading Difficulties Encountered by Students

Several writer/have point/to problems in the reading comprehensiye activities of overseas students. Beard (1970, pp.189-190) has argue/that the problems is as not/heavy in reading as in listrning because student/can work at/own pace and always read again. however, Jordan (1977) quoted a general /nability on the part of overseas student to read quickly or understand the complicated of academic writing/ He researched (p.16) that the avarge student have only one speed (e/g. slow) for silent reading - about one hundred and 50 to one hundred and sixty words the minute. Edwards (1978/pp/316-317) remarked similar difficulties and had added that of aloud reading/

3
-
5
2
4
1
3
2
2
4
1
1
1

TOTAL 27

Originally

1 mark off for each error not properly corrected, i.e. *if miss it*
1 mark off for each new error of commission. *if correct it wrongly*

CHANGE TO CRITERIA E, F, G, as used in TA31

Here
0-9 mistakes
1 5-8 mistakes
2 3-4 mistakes
3 0-2 mistakes

Reading Difficulties Encountered by Students

Several writers have pointed to problems in the reading comprehension activities of overseas students. Beard (1970, pp. 189-190) has argued that the problems *are not as serious* in reading as in listening because students can work at *their* own pace and always read again. However, Jordan (1977) quoted a general inability on the part of an overseas student to read quickly or understand the complexities of academic writing. He *found* (p.16) that the average student had only one speed (*i.e.* slow) for silent reading - about one hundred and *fifty* to one hundred and sixty words a minute. Edwards (1978, pp.316-317) *noted* similar difficulties and *added* that of *reading aloud*.

NAME OF CANDIDATE. _____

TEAP SESSION TA GENERAL ACADEMIC RESULTS SHEET

WRITING ABILITY CRITERIA DESCRIPTORS	Scale
	pa t ₁
A. RELEVANCE AND ADEQUACY OF CONTENT	
B. COMPOSITIONAL ORGANISATION	
C. COHESION	

D. ADEQUACY OF VOCABULARY	
E. LANGUAGE USE	
F. PUNCTUATION (M I)	
G. SPELLING (M II)	

I. WRITING ABILITY		
a) TA31	.....	21
b) TA32	.....	9
II. READING ABILITY		
TA11	.....	17
TA12	.....	21
TA13	.....	18
III. LISTENING ABILITY		
TA21	.....	20

Appendix 5.4.3

Session IIB TB

MARK SCHEME

TEST IN ENGLISH
FOR ACADEMIC PURPOSES
(T.E. A. P.)

Session **T B**

Science and Engineering

M A R K I N G S C H E M E

S E S S I O N T B S C I E N C E A N D E N G I N E E R I N G

PART ONE

- TB11 - Key to multiple choice questions
- TB12 - Gap-filling
- TB13 - Short answer questions

PART TWO

- TB21 - Listening to lecture and notetaking

PART THREE

- TB31 - Writing assessment scales and content scheme
- TB32 - Editing

T B 1 1

(Machine marked)

1.B.

2.A.

3.C.

4.D.

5 B.

Questions 1-11 one mark each

6.A.

7.B.

8.C.

9.D.

10.A.

11.B.

12.D.

2 marks

13.A.

2 marks

14.B.

2 marks

The Diesel Engine

- 1 In a petrol engine/mixture of petrol and air is ignited by
2 an electric spark from the spark-plug/a diesel engine has no
3 spark-plugs. Another essential difference is that/uses
4 a/type of fuel - gas oil.
5 Ignition in a diesel engine is caused by compress[redacted]
6 raises the temperature of the air in the combustion chamber above
7 the flash-point, or self-ignition temperature, of the fuel.

Diesel fuel, less easily evaporated than petrol, is not drawn
8 in with air as a mixture/sprayed under high pressure
9 from an injector into the combustion chamber where
10 ignites on contact with the hot, compressed air.
11 The injector is supplied with fuel in measured quantities and at
12 a high pressure by an engine-driven accelerator
13 controls the amount of fuel delivered by the pump, and hence
14 the power generated by the engine.

- 15 The diesel engine is in its greater efficiency (resulting
16 in lower fuel costs), longer life and lower maintenance costs.

17 Its disadvantages include a high initial cost, greater weight,
18 a somewhat rougher idling, some smell, noise level
19 and slower acceleration.

- 20 In a medium-sized car, gas is compressed to about one-ninth
21 of its original volume, giving a compression ratio of 9:1.

22 In a diesel engine it may be as high as 22:1,
23 the temperature of the air is raised to the flash-point temperature of the
24 diesel fuel.

- 25 A diesel engine has a much smaller combustion chamber
26 than a petrol engine, so that its compression ratio results in
27 greater efficiency. The potential heat-energy is
28 converted into power. The heat energy that is wasted.

To ensure that the correct amount of fuel is injected at the
29 right moment, each cylinder on a diesel engine is fitted with
30 an injector pump, driven at half crankshaft speed,
31 forces fuel into the combustion cylinders in the firing order.
32 In the diesel engine cycle, pure air is drawn into the
33 cylinder at the suction stroke, fuel is injected and starts
34 to burn at the end of the rising compression stroke,
35 pressure from expanding gases forces the piston down
36 power stroke and burnt gases escape as the piston rises on
37 its exhaust stroke.

TB12A

1	no
2	but
3	it
4	different

5	
6	
7	
8	

9	
10	

11	
----	--

12	
----	--

13	
14	

15	
16	
17	
18	

19	
----	--

20	
21	

22	
23	
24	
25	

FB128

The Diesel Engine

- 1 In a petrol engine/mixture of petrol and air is ignited by
- 2 an electric spark from the spark-plug/a diesel engine has no
- 3 spark-plugs. Another essential difference is that/there
- 4 is a type of fuel - gas oil.

5 Ignition in a diesel engine is caused by compression. It raises the temperature of the air in the combustion chamber above the flash-point, or self-ignition temperature, of the fuel.

Diesel fuel, less easily evaporated than petrol, is not drawn in with air as a mixture. It is sprayed under high pressure from an injector into the combustion chamber, where it ignites on contact with the hot, compressed air. Each injector is supplied with fuel in metered quantities and at a high pressure by an engine-driven pump. The accelerator controls the amount of fuel delivered by the pump and hence the power delivered by the engine.

10 The diesel's life in its greater efficiency (resulting in fuel costs), longer life and lower maintenance costs.

Its disadvantages include a high initial cost, greater weight, a somewhat rougher idling, some smell, a noise level and slower acceleration.

13 In a medium-sized car, gas is compressed about one-ninth of its original volume, giving a compression ratio of 9:1;

14 In a diesel engine it may be as high as 22:1, so the temperature of the air at the flash-point temperature of the diesel fuel.

16 A diesel engine has a much smaller combustion chamber than a petrol engine, and a higher compression ratio results in greater efficiency. More potential heat-energy is converted into power and heat is wasted.

To ensure that the correct amount of fuel is injected at the right moment, each cylinder on a diesel engine is fitted with an injector. A pump, driven at half crank-shaft speed, forces fuel into the combustion cylinders in their firing order. In the diesel 4-stroke cycle, pure air is taken into the cylinder on the suction stroke; fuel is injected and starts to burn at the end of the rising compression stroke; as pressure from expanding gases forces the piston down on its power stroke and burnt gases escape the piston rises on its exhaust stroke.

1 mark for supplying word appropriate to context

1 a
but
it
different

1 which that/this

2 but
3 it
4 air

5 pump

6 advantages
7 lower

8 higher

9 to into

10 worse
11 of

12 than

13 its
14 because
15 less

16 is

17 up
18 down

19 through
20 as
21 as

virtues; assets; benefits; small, reduced/saving/economical

high; greater/increased/loud/distracting/

into

raise, bring/elevate/heat/get/take of the

the, or / that

as, since, wherever, so, thus, whereby, therefore, hence /and /where little

has to be/get/s/must be

to; through/in/inside sucked, fed, taken, forced /passed/introduced

at/by/near the each, every when, while

T B 1 3

1. What can we infer from the author's use of "even" in line 20?
That Hoyle has already got a reputation for unconventional views /
It is very difficult to believe this theory 2
2. What are "they" in line 36?
(inter-stellar) grains 1
3. In lines 33 - 39, according to the author, what were inter-stellar grains, according to the first theory?
particles of ice 1
4. What is the meaning of "way-out" in line 49?
far fetched/absurd/completely unconventional/extreme/ridiculous, etc. 1
5. How does the author define the word "spectrum"?
the pattern of absorption of light at different wavelengths 1
6. What produced, in terms of a spectrum, a better fit for the grains than cotton?
(complete)bacterial cells 2
7. What does the scientific community think of Hoyle's interpretation that the grains were micro-organisms?
don't accept it/hardly anyone prepared to accept such an inherently
unlikely explanation just because nobody has a better one/fit of
spectra not disputed/his interpretation of it most certainly was 2
8. According to lines 33-52, how were Hoyle and Wickramasinghe trying to understand the nature of the inter-stellar grains?
trying to find a spectrum that matched that of the grains /through
their spectrums 2

9. Give another word or phrase that could replace "so" in lines 40, 48 and 84.

thus/as a result/consequently/therefore/accordingly/because of
this

1

10. What particular aspect of Hoyle's life-from-space theory resulted from considering mathematical probabilities?

cosmic intelligence

2

11. What was the starting point of the life-from-space theory put forward by Hoyle and Wickramasinghe?

they were trying to understand the fogging of starlight by
interstellar grains /interstellar grains

2

- 12..What was Professor Pflug's finding which gave support for the theory of life-from-space?

finding remains of life like object in a meteorite/finding
carbonised remains of bacteria as fungi in meteorites

2

19

TURN OVER

T B 2 1

Marks

1. Why does Professor Sir Fred Hoyle make a comparison between "... a whirlwind sweeping through a junkyard ..." and the view that life originated on earth?

NOTES: _____

- 2 ANSWER: *to show that both are just as unlikely/both cases are absurd/*
'.' he found the odds unacceptable

2. Where do Hoyle and Professor Chandra Wickramasinghe suggest that the "seeds of life on earth" came from?

NOTES. _____

- 1 ANSWER: *vast dust clouds between the stars /outer space*

3. D.A. Allen and Dia Wickramasinghe have been using the Anglo-Australian telescope to observe the starlight absorbed by dust clouds towards the centre of our galaxy. What do they cautiously conclude about the absorption patterns in part of the infra red area of the spectrum?

NOTES: _____

- 1 ANSWER: *may*
probably indicate presence of complex organic molecules
tentatively

Marks

4. What did Hoyle find by looking at the infra red spectra of particles in space in a similar way to living cells in the laboratory?

NOTES:

2 for either similar
ANSWER: (2) spectrum got same invariant pattern / matter in space similar ab-
or degree of very high degree of precision/ calculations in laboratory,
(2) similarity between two sets of results / agreed within 1 or 2 per cent
or (2) possible particles in space were biological / grains of living
(2) conclusion bacteria like organism

5. What is the distinction Hoyle makes between organic molecules, which might possibly give the same spectral readings, and living matter?

NOTES:

2 ANSWER: 1) no organic ^{materials} molecules would produce this result/
1) unless you fiddled a mixture/without excessive fiddling/
other than in an artificial manner

6. What support does Pflug's research provide for Hoyle's theory?

NOTES:

1 ANSWER: traces of living organisms known to have originated in space/
(fossilised) micro-organisms (in Murchison meteorite)
carbonised remains of bacteria and microscopic fungi

7. Why is the speed with which the Murchison meteorite was taken for laboratory analysis, after it hit the ground, important?

NOTES:

1 ANSWER: it meant analysis could be carried out before it was con-
taminated by earthly organisms

TURN OVER

Marks

8. Why is Pflug so sure that the micro fossils once were living cells?

NOTES. _____

2 for either

ANSWER: structures identical to known micro-fossils of Pre-Cambrian period

OR similar morphologies found in/the methanogenic bacteria
/living cells

OR because he found hydrogen and energy sources in them/micro-fossils
also contain hydrogen

9. Where does Pflug think the micro fossils, found in meteorites, originate from?

NOTES: _____

1 ANSWER. interstellar source/cool dust clouds in solar system

TB31 CONTENT SCHEME

THEORY Space seeded with life forms by some kind of extra-terrestrial intelligence threatened with extinction These were the origins of life on earth (Life arrived on earth in the form of functioning cells from outer space and element of intelligent purpose).

(For relevancy and adequacy section 3 out of 4 for a level III).

Arguments for

Support -	Interstellar grains not only contained complicated organic molecules but were living micro bacteria like organisms/size right and the spectrum of complete bacterial cells matched that of the grains even better than cotton did (Thus the fit of the spectra is not disputed - Hoyle's interpretation of it is)	Spectra fit
	Evidence of continual arrival of new micro organisms on earth is provided by patterns of infection in epidemics, which are sometimes difficult to explain in terms of normal person to person transmission and by apparent disappearance of diseases like smallpox at certain periods of history.	Patterns of infection argument
	Addition of cosmic intelligence to the theory (unacceptable to orthodox scientists) Hoyle drawn to this idea mainly by considerations of the mathematical odds v the conventional explanation of life arising on earth by chance chemical events in a primeval soup (odds that the random throwing together of amino acids would produce a single one of the 200,000 odd proteins on which human life depends are, according to Hoyle, like the chances of rolling 5 million sixes with an unbiased dice). (Not really science; - can't be tested by any conceivable kind of experiment) though Hoyle argues he eliminated all other possible explanations until only this one remained (However unlikely, must be the truth.)	Cosmic intelligence/ mathematical odds against argument
Pflug -	What seem to be remains of life-like objects in a meteorite (finding of what look like carbonised remains of bacteria and microscopic fungi in meteorites)	Pflug. life-like remains in meteorite

TEAP ATTRIBUTE WRITING SCALES

*A. RELEVANCE AND ADEQUACY OF CONTENT

0. THE ANSWER BEARS ALMOST NO RELATION TO THE TASK SET. TOTALLY INADEQUATE ANSWER
1. ANSWER OF LIMITED RELEVANCE TO THE TASK SET. POSSIBLY MAJOR GAPS IN TREATMENT OF TOPIC AND/OR POINTLESS REPETITION.
2. FOR THE MOST PART ANSWERS THE TASK SET, THOUGH THERE MAY BE SOME GAPS OR REDUNDANT INFORMATION.
3. RELEVANT AND ADEQUATE ANSWER TO THE TASK SET.

*B. COMPOSITIONAL ORGANISATION

0. NO APPARENT ORGANISATION OF CONTENT.
1. VERY LITTLE ORGANISATION OF CONTENT. UNDERLYING STRUCTURE NOT SUFFICIENTLY APPARENT.
2. SOME ORGANISATIONAL SKILLS IN EVIDENCE, BUT NOT ADEQUATELY CONTROLLED
3. OVERALL SHAPE AND INTERNAL PATTERN CLEAR ORGANISATIONAL SKILLS ADEQUATELY CONTROLLED.

*C. COHESION

0. COHESION ALMOST TOTALLY ABSENT. WRITING SO FRAGMENTARY THAT COMPREHENSION OF THE INTENDED COMMUNICATION IS VIRTUALLY IMPOSSIBLE.
1. UNSATISFACTORY COHESION MAY CAUSE DIFFICULTY IN COMPREHENSION OF MOST OF THE INTENDED COMMUNICATION.
2. FOR THE MOST PART SATISFACTORY COHESION THOUGH OCCASIONAL DEFICIENCIES MAY MEAN THAT CERTAIN PARTS OF THE COMMUNICATION ARE NOT ALWAYS EFFECTIVE.
3. SATISFACTORY USE OF COHESION RESULTING IN EFFECTIVE COMMUNICATION.

*D. ADEQUACY OF VOCABULARY FOR PURPOSE

0. VOCABULARY INADEQUATE EVEN FOR THE MOST BASIC PARTS OF THE INTENDED COMMUNICATION.
1. FREQUENT INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS FREQUENT LEXICAL INAPPROPRIACIES AND/OR REPETITION.
2. SOME INADEQUACIES IN VOCABULARY FOR THE TASK. PERHAPS SOME LEXICAL INAPPROPRIACIES AND/OR CIRCUMLOCUTION.
3. ALMOST NO INADEQUACIES IN VOCABULARY FOR THE TASK. ONLY RARE INAPPROPRIACIES AND/OR CIRCUMLOCUTION.

E. GRAMMAR

0. ALMOST ALL GRAMMATICAL PATTERNS INACCURATE.
1. FREQUENT GRAMMATICAL INACCURACIES.
2. SOME GRAMMATICAL INACCURACIES.
3. ALMOST NO GRAMMATICAL INACCURACIES.

F. MECHANICAL ACCURACY I (PUNCTUATION)

0. IGNORANCE OF CONVENTIONS OF PUNCTUATION
1. LOW STANDARD OF ACCURACY IN PUNCTUATION
2. SOME INACCURACIES IN PUNCTUATION.
3. ALMOST NO INACCURACIES IN PUNCTUATION.

G. MECHANICAL ACCURACY II (SPELLING)

0. ALMOST ALL SPELLING INACCURATE.
1. LOW STANDARD OF ACCURACY IN SPELLING
2. SOME INACCURACIES IN SPELLING
3. ALMOST NO INACCURACIES IN SPELLING

TB32

VERSION ONE WITH ERRORS

The chemistry evidence in the Murchison meteorite are very 2
strongly against a biological origin. Certain amino acids were -
foundd in it/s extractable organic compounds and these have what 2
is call/ an assymetric carbon atom which allow/ it t/o exist as two 5
completely seprate structural forms. In all cases in terre- 1
strial biology one form is preferd unique/ over the other. In 2
terms of 'L' and 'D', it wants always be one hundred per cent 'L' 1
amino acids, which are biological. In the meteorite we find a 1
/mixture (fifty/fifty) / both 'L' and 'D' amino acids. This is 3
meaning that they must to be indigénous of the sample because/ if 4
there were recent terrestrial contamination/ there would only be 1
the one form: It would only (the L form) be/.

2
TOTAL: 24 error

Original scheme

1 off for each error not properly corrected/or detected,

1 off for each new error of commission.

Scheme observed

Mark TB32 on criteria for written production, E., F and G as in TB31.

Here 0 = 9 + mistakes
 1 = 5-8 mistakes
 2 = 3-4 mistakes
 3 = 0-2 mistakes

TB 32

CORRECTED VERSION

The chemical evidence in the Murchison meteorite is very 2
strongly against a biological origin. Certain amino acids were -
found in its extractable organic compounds and these have what 2
is called an asymmetric carbon atom which allows them to exist as two 5
completely separate structural forms. In all cases in terre- 1
strial biology one form is preferred uniquely over the other. In 2
terms of 'L' and 'D', it will always be one hundred per cent 'L' 1
amino acids, which are biological. In the meteorite we find a 1
fifty/fifty mixture of both 'L' and 'D' amino acids. This means 3
that they must be indigenous to the sample because, if 4
there were recent terrestrial contamination, there would only be 1
the one form: there would only be the L form. 2

NAME OF CANDIDATE. _____

TEAP SESSION TB SCIENCE AND ENGINEERING

WRITING ABILITY CRITERIA DESCRIPTORS	Scale
	p ² t ₁
A. RELEVANCE AND ADEQUACY OF CONTENT	
B. COMPOSITIONAL ORGANISATION	
C. COHESION	

D. ADEQUACY OF VOCABULARY	
E GRAMMAR	
F. PUNCTUATION (M I)	
G SPELLING (M II)	

I. WRITING ABILITY			
a)	TB31	....	<u>21</u>
b)	TB32	....	<u>9</u>
II. READING ABILITY			
	TB11	....	<u>17</u>
	TB12	....	<u>21 21</u>
	TB13	....	<u>19</u>
III. LISTENING ABILITY			
	TB21	.....	<u>13</u>

Appendix 5.4.4

Sheets Used by Examiners for Recording Marks
for the Various Tasks

CENTRE	SESSION	PART	TASK

Marker:

[illegible]

SESSION

PART

1

TASK

2 a

: Indicating where words are missing.

Marker:

[illegible]

CENTRE	SESSION	PART	TASK	2 b	: supplying semantically acceptable word.
		1			Marker.

[illegible]

$\frac{3}{2}$ $\frac{3}{2}$

1111

	P3 t 2	P3 t 2	P3 t 2
GRAMMAR			
PUNCTUATION			
SPELLING			

GRAMMAR

PUNCTUATION

SPELLING

P3 t2

P3 t 2

P3 t 2

APPENDIX 5.5

External Validity Pro Forma

- 5.5.1 Students' Self-Assessment .
- 5.5.2 Teachers' Communicative Assessment (T.C.)
- 5.5.3 Teachers' Global Assessment (T.G.)
- 5.5.4 SubjectTutors' (Predictive Validity) Assessment

Appendix 5.5.1

Students' Self-Assessment

SELF-ASSESSMENT OF LANGUAGE PROFICIENCY

Name: _____
(family) (given)

Institution where test taken: _____

Dear Student,

We would like to get your opinion on your own language ability so that we can compare it with your performance on the Test in English for Academic Purposes (T.E.A P.).

Please answer the following questions by putting a tick in the appropriate box.

- Tick
- the H (high difficulty) box if you have a lot of difficulty
 - the M (medium difficulty) box if you have some difficulty
 - the L (low difficulty) box if you have very little difficulty
 - the N (no difficulty) box if you have no difficulty.

This information will be treated in the strictest confidence and will not be used in any way to alter your score in the test.

1. Please indicate how much difficulty you have in each of the following:

Please tick the appropriate box

H M L N

- a. Reading carefully to understand all the information in a text.
- b. Reading to get the main information from a text.
- c. Reading to get specific pieces of information from a text.
- d. Reading quickly.
- e. Making notes from written sources.

Please TURN OVER....

2. Please indicate how much difficulty you have in each of the following.

Please tick the appropriate box

H M L N

- a. Understanding spoken description, narrative or instructions, when one person is talking.
- b. Understanding people when they talk quickly.
- c. Understanding people when they talk informally.
- d. Understanding people when their accents or pronunciation are different from what you are used to.
- e. Understanding when more than one person is speaking, as in group discussions.
- f. making notes from spoken language.

3. Please indicate how much difficulty you have with each of the following in your written work:

Please tick the appropriate box

H M L N

- a. Organising the content.
- b. Expressing clearly what you want to say.
- c. Using the appropriate language.
- d. Writing grammatically correct sentences.
- e. Spelling correctly all the words you want to use.
- f. Punctuating correctly what you have written.

Thank you.

Appendix 5.5.2

Teachers' Communicative Assessment (T.C.)

TEACHER ASSESSMENT OF STUDENT'S LANGUAGE PROFICIENCY

Student's Name: _____

Institution: _____

Dear Colleague,

We would like to get your opinion on specific aspects of the language ability of each student taking the Test in English for Academic Purposes (T.E.A.P.).

Please answer the following questions by putting a tick in the appropriate box.

- Tick - the H (high difficulty) box if the student has a lot of difficulty,
- the M (medium difficulty) box if the student has some difficulty,
- the L (low difficulty) box if the student has very little difficulty,
- the N (no difficulty) box if the student has no difficulty,
- the DK (don't know) box if you are not sure.

This information will be treated in the strictest confidence.

1. Please indicate how much difficulty the student has in each of the following:

- a. Reading carefully to understand all the information in a text.
b. Reading to get the main information from a text.
c. Reading to get specific pieces of information from a text.
d. Reading quickly.
e. Making notes from written sources.

Please tick the appropriate box

	H	M	L	N	DK

Please Turn Over

2. Please indicate how much difficulty the student has in each of the following

Please tick the appropriate box

	H	M	L	N	DK
a. Understanding spoken description, narrative or instructions, when one person is talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understanding people when they talk quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understanding people when they talk informally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding people when their accents or pronunciation are different from what he/she is used to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding when more than one person is speaking, as in group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Making notes from spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate how much difficulty the student has with each of the following in written work:

Please tick the appropriate box

	H	M	L	N	DK
a. Organising the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Expressing clearly what they want to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Using the appropriate language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing grammatically correct sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Spelling correctly all the words they want to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Punctuating correctly what they have written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you.

Appendix 5.5.3

Teachers' Global Assessment (T.G.)

OVERALL RATING OF STUDENT'S ENGLISH LANGUAGE ABILITY

We would also like your opinion of the student's general ability in the skills of reading, listening, speaking and writing. Please read the following band descriptors and then indicate in the boxes below your estimate of the student's ability.

Band III: *Proficiency in this area almost equal to his/her native speaker contemporaries, though perhaps with minor faults, none of which would handicap him/her in English medium study.*

Band II: *Reasonable proficiency, some weaknesses which could handicap him/her in English medium study. A higher standard is desirable. Could benefit from remedial instruction in this area.*

Band I: *A large number of weaknesses which could seriously hamper him/her in English medium study. A higher standard is necessary, needs remedial language tuition in this area.*

Band 0: *Very limited ability in this area, well below a satisfactory standard. Could not cope with an academic course of study, needs a long term language course in this area.*

Put X in appropriate box for each skill area.

	Band III	Band II	Band I	Band 0
Ability to understand spoken English				
Ability to speak English				
Ability to understand written English				
Ability to write English				

Other comments on the student's ability to cope with the language demands that will be placed on him/her in following an academic course of study:

Appendix 5.5.4

Subject Tutors' (Predictive Validity) Assessment

PREDICTIVE VALIDITY PRO FORMA

Dear Colleague,

We would like to assess the effectiveness of the language screening tests administered to overseas students at the start of their courses. It would be most helpful if you could complete and return this pro forma as soon as possible to:

Title of Course _____

Name of Student _____ Candidate Number _____

Tutor/Supervisor _____ Centre Number _____

1. How would you rate the academic progress of this student in the first two terms of his course?

Please tick the appropriate box

Very good ☐ Good ☐ Average ☐ Below Average ☐ Totally Inadequate ☐

2. How would you rate the student's ability to cope with the language demands the course makes on him/her in terms of reading, listening, writing and speaking?

Please tick the appropriate box

	No difficulty	Very little difficulty	Some difficulty	A lot of difficulty	Don't know
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Is this student likely to pass the course he/she is enrolling on without any extension beyond the time normally taken by British students?

Please tick the appropriate box

Yes ☐ No ☐ Don't know ☐

If 'No', how far do you feel this is due to deficiencies in his/her English?

A lot ☐ To some extent ☐ Very little ☐ Not at all ☐

ALL INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE

THANK YOU FOR YOUR HELP

APPENDIX 5.6

Reactions to T.E.A.P.

5.6.1 Specimen Copies of Follow Up Questionnaires

5.6.2 Summary of Returns to the Follow Up Questionnaires

Appendix 5.6.1

Specimen Copies of Follow Up Questionnaires

FOLLOW-UP QUESTIONNAIRE

Name: _____
(family) (given)

School/College/University: _____

Your major subject or area of specialization: _____

We would be most grateful if you could complete this form, which will provide us with useful information on what you think about the Test in English for Academic Purposes (T.E.A.P.)

Your replies will be treated in the strictest confidence and will not be used in any way to alter your score on the test you have done. They will help us to improve the test in future years.

QUESTION 1 How would you rate the following as tests of whether you have enough English to follow a course of study?

(Circle the statement closest to your opinion)

<u>Part 1</u>	Task One:	Very good	Good	No opinion either way	Bad	Very bad
	Task Two:	Very good	Good	No opinion either way	Bad	Very bad
<u>Part 2</u>		Very good	Good	No opinion either way	Bad	Very bad
<u>Part 3</u>	Task One:	Very good	Good	No opinion either way	Bad	Very bad
	Task Two:	Very good	Good	No opinion either way	Bad	Very bad
<u>Part 4</u>		Very good	Good	No opinion either way	Bad	Very bad

QUESTION 2 How well do you feel you have done in each part of the test?

(Circle the statement closest to your opinion)

<u>Part 1</u>	Task One:	Very well	Well	No opinion either way	Bad	Very badly
	Task Two:	Very well	Well	No opinion either way	Bad	Very badly
<u>Part 2</u>		Very well	Well	No opinion either way	Bad	Very badly
<u>Part 3</u>	Task One:	Very well	Well	No opinion either way	Bad	Very badly
	Task Two:	Very well	Well	No opinion either way	Bad	Very badly
<u>Part 4</u>		Very well	Well	No opinion either way	Bad	Very badly

QUESTION 3 With which of these statements would you agree?

Please tick one box

A. The test would be easier for those studying in the Humanities or Social Sciences.

☐

B. The test would be easier for those studying Science, Engineering or Mathematics.

☐

C. The test would be equally difficult for the groups of students referred to in both A and B.

☐

TURN OVER ...

Please tick the appropriate boxes

QUESTION 4. Was there enough time for

Part One, Task One?

Yes -

No

☐
☐☐
☐

" " Task Two?

Part Two?

☐☐

Part Three, Task One?

☐☐

" " Task Two?

☐☐

Part Four?

☐☐

QUESTION 5. Can you guess how well you did on the test overall?

(Circle the statement closest to your opinion)

Very poorly Poorly Not too badly Well Very well

QUESTION 6. How do you think you would do, if the subject matter of the test was more familiar to you?

(Circle the statement closest to your opinion)

Very poorly Poorly Not too badly Well Very well

QUESTION 7. In many ways this test was different from language tests you may have taken in the past. Did you have any difficulty in adapting to it?

(Circle the statement closest to your opinion).

Lot of difficulty Some difficulty No opinion Easy to Very easy to
adapting adapt to adapt to

QUESTION 8. Please write any further comments you have to make on the test in the space below.

Session I

FOLLOW-UP QUESTIONNAIRE (STAFF)

We would be most grateful if you could complete this form, which will provide us with useful information on what you think about the Test in English for Academic Purposes (T.E.A.P.)

Your replies will be treated in the strictest confidence.

QUESTION 1 How would you rate the following as tests of whether students have enough English to follow a course of study? (Circle the statement closest to your opinion)

Part 1.	Task One:	Very good	Good	No opinion either way	Bad	Very bad
	Task Two:	Very good	Good	No opinion either way	Bad	Very bad
Part 2.		Very good	Good	No opinion either way	Bad	Very bad
Part 3.	Task One:	Very good	Good	No opinion either way	Bad	Very bad
	Task Two:	Very good	Good	No opinion either way	Bad	Very bad
Part 4.		Very good	Good	No opinion either way	Bad	Very bad

QUESTION 2 With which of these statements would you agree? Please tick one box.

- | | |
|------------------------------------------------------------------------------------------------|--------------------------|
| A. The test would be easier for those studying in the Humanities or Social Sciences. | <input type="checkbox"/> |
| B. The test would be easier for those studying Science, Engineering or Mathematics. | <input type="checkbox"/> |
| C. The test would be equally difficult for the groups of students referred to in both A and B. | <input type="checkbox"/> |

QUESTION 3 Was there enough time for students to complete the following?
Please tick the appropriate boxes.

	Yes	No
Part One, Task One	<input type="checkbox"/>	<input type="checkbox"/>
Part One, Task Two	<input type="checkbox"/>	<input type="checkbox"/>
Part Two	<input type="checkbox"/>	<input type="checkbox"/>
Part Three, Task One	<input type="checkbox"/>	<input type="checkbox"/>
Part Three, Task Two	<input type="checkbox"/>	<input type="checkbox"/>
Part Four	<input type="checkbox"/>	<input type="checkbox"/>

Please turn over

QUESTION 4 Where applicable, please specify any difficulties you experienced in administering the test?

QUESTION 5 Please write any further comments you have to make on the test in the space below.

FOLLOW-UP QUESTIONNAIRE

Session II

Name. _____
(family) (given)

School/College/University: _____

Your major subject or area of specialization: _____

We would be most grateful if you could complete this form, which will provide us with useful information on what you think about the Test in English for Academic Purposes (T.E.A.P.)

Your replies will be treated in the strictest confidence and will not be used in any way to alter your score on the test you have done. They will help us to improve the test in future years.

QUESTION 1. How would you rate the following as tests of whether you have enough English to follow a course of study?

(Circle the statement closest to your opinion)

Part 1 Task One: Very good Good No opinion either way Bad Very bad
Task Two: Very good Good No opinion either way Bad Very bad
Task Three: Very good Good No opinion either way Bad Very bad

Part 2 Very good Good No opinion either way Bad Very bad

Part 3 Task One: Very good Good No opinion either way Bad Very bad
Task Two: Very good Good No opinion either way Bad Very bad

QUESTION 2. How well do you feel you have done in each part of the test?

(Circle the statement closest to your opinion)

Part 1. Task One: Very well Well No opinion either way Badly Very badly
Task Two: Very well Well No opinion either way Badly Very badly
Task Three: Very well Well No opinion either way Badly Very badly

Part 2 Very well Well No opinion either way Badly Very badly

Part 3 Task One: Very well Well No opinion either way Badly Very badly
Task Two: Very well Well No opinion either way Badly Very badly

QUESTION 3. With which of these statements would you agree?

Please tick one box

A. The test would be easier for those studying in the Humanities or Social Sciences.

☐

B. The test would be easier for those studying Science, Engineering or Mathematics.

☐

C. The test would be equally difficult for the groups of students referred to in both A and B.

☐

TURN OVER ...

Session II

QUESTION 4. Was there enough time for

Please tick the appropriate boxes

Part One,	Task One?
" "	Task Two?
" "	Task Three?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Part Two?

Part Three, Task One?
 " " **Task Two?**

QUESTION 5. Can you guess how well you did on the test overall?
(Circle the statement closest to your opinion)
Very poorly Poorly Not too badly Well Very well

QUESTION 6 How do you think you would do, if the subject matter of the test was more familiar to you?
(Circle the statement closest to your opinion)
Very poorly Poorly Not too Badly Well Very well

QUESTION 7. In many ways this test was different from language tests you may have taken in the past. Did you have any difficulty in adapting to it? (Circle the statement closest to your opinion).

Lot of difficulty adapting Some difficulty No opinion Easy to adapt to Very easy to adapt to

QUESTION 8. Please write any further comments you have to make on the test in the space below.

Session II

FOLLOW-UP QUESTIONNAIRE (STAFF)

We would be most grateful if you could complete this form, which will provide us with useful information on what you think about the Test in English for Academic Purposes (T.E.A.P.).

Your replies will be treated in the strictest confidence.

QUESTION 1 How would you rate the following as tests of whether students have enough English to follow a course of study? (Circle the statement closest to your opinion)

Part 1	Task One.	Very good	Good	No opinion either way	Bad	Very bad
	Task Two.	Very good	Good	No opinion either way	Bad	Very bad
	Task Three.	Very good	Good	No opinion either way	Bad	Very bad
Part 2		Very good	Good	No opinion either way	Bad	Very bad
Part 3	Task One	Very good	Good	No opinion either way	Bad	Very bad
	Task Two	Very good	Good	No opinion either way	Bad	Very bad

QUESTION 2 With which of these statements would you agree? Please tick one box.

- | | |
|------------------------------------------------------------------------------------------------|--------------------------|
| A. The test would be easier for those studying in the Humanities or Social Sciences. | <input type="checkbox"/> |
| B. The test would be easier for those studying Science, Engineering or Mathematics. | <input type="checkbox"/> |
| C. The test would be equally difficult for the groups of students referred to in both A and B. | <input type="checkbox"/> |

QUESTION 3 Was there enough time for students to complete the following?
Please tick the appropriate boxes

	Yes	No
Part One, Task One	<input type="checkbox"/>	<input type="checkbox"/>
Part One, Task Two	<input type="checkbox"/>	<input type="checkbox"/>
Part One, Task Three	<input type="checkbox"/>	<input type="checkbox"/>
Part Two	<input type="checkbox"/>	<input type="checkbox"/>
Part Three, Task One	<input type="checkbox"/>	<input type="checkbox"/>
Part Three, Task Two	<input type="checkbox"/>	<input type="checkbox"/>

Please turn over

QUESTION 4 Where applicable, please specify any difficulties you experienced in administering the test?

QUESTION 5 Please write any further comments you have to make on the test in the space below.

Appendix 5.6.2

Summary of Returns to the Follow Up Questionnaires

TABLE SCCC STUDENT REPLIES TO FOLLOW UP QUESTIONNAIRE

Question 1. How would you rate the following as tests of whether you have enough English to follow a course of study?

<u>TO</u>	<u>Very Good</u>	<u>Good</u>	<u>No Opinion Either Way</u>	<u>Bad</u>	<u>Very Bad</u>	
TO11	$\frac{10}{24}$ (8.85%) (8.22%)	$\frac{62}{163}$ (54.87%) (55.82%)	$\frac{34}{71}$ (30.09%) (24.32%)	$\frac{6}{27}$ (5.31%) (9.25%)	$\frac{1}{7}$ (0.88%) (1.40%)	113 292
TO12	$\frac{7}{21}$ (6.31%) (8.05%)	$\frac{62}{140}$ (55.86%) (53.64%)	$\frac{35}{71}$ (31.53%) (27.20%)	$\frac{7}{19}$ (6.31%) (7.28%)	$\frac{0}{10}$ - (3.83%)	111 261
TO21	$\frac{16}{27}$ (14.55%) (9.78%)	$\frac{49}{112}$ (44.55%) (40.58%)	$\frac{33}{67}$ (30.00%) (24.28%)	$\frac{8}{49}$ (7.27%) (17.75%)	$\frac{4}{21}$ (3.64%) (7.61%)	110 276
TO31	$\frac{17}{6}$ (15.45%) (2.09%)	$\frac{50}{58}$ (45.45%) (20.21%)	$\frac{35}{78}$ (31.82%) (27.18%)	$\frac{7}{101}$ (6.36%) (35.19%)	$\frac{1}{44}$ (0.91%) (15.33%)	110 287
TO32	$\frac{15}{5}$ (14.02%) (1.81%)	$\frac{51}{71}$ (47.66%) (25.63%)	$\frac{32}{97}$ (29.91%) (35.02%)	$\frac{9}{72}$ (8.41%) (25.99%)	$\frac{0}{32}$ - (11.55%)	107 277
TO41	$\frac{12}{61}$ (11.76%) (22.18%)	$\frac{27}{132}$ (26.47%) (48.00%)	$\frac{33}{57}$ (32.35%) (20.73%)	$\frac{22}{18}$ (21.57%) (6.55%)	$\frac{8}{7}$ (7.84%) (2.55%)	102 275
<u>TA</u>						
TA11	$\frac{9}{31}$ (13.64%) (8.66%)	$\frac{36}{180}$ (54.55%) (50.28%)	$\frac{16}{102}$ (24.24%) (28.49%)	$\frac{4}{41}$ (6.06%) (11.45%)	$\frac{1}{4}$ (1.52%) (1.12%)	66 358
TA12	$\frac{8}{34}$ (12.12%) (9.74%)	$\frac{29}{130}$ (43.94%) (37.25%)	$\frac{21}{112}$ (31.82%) (32.09%)	$\frac{6}{57}$ (9.09%) (16.33%)	$\frac{2}{16}$ (3.03%) (4.58%)	66 349
TA13	$\frac{4}{29}$ (5.80%) (8.53%)	$\frac{33}{154}$ (47.83%) (45.29%)	$\frac{27}{104}$ (39.13%) (30.59%)	$\frac{4}{49}$ (5.80%) (14.41%)	$\frac{1}{4}$ (1.45%) (1.18%)	69 340
TA21	$\frac{12}{40}$ (17.91%) (11.90%)	$\frac{31}{140}$ (46.27%) (41.67%)	$\frac{16}{103}$ (23.88%) (30.65%)	$\frac{7}{47}$ (10.45%) (13.99%)	$\frac{1}{6}$ (1.49%) (1.79%)	67 336
TA31	$\frac{9}{36}$ (13.64%) (10.62%)	$\frac{32}{143}$ (48.48%) (42.18%)	$\frac{17}{113}$ (25.76%) (33.92%)	$\frac{5}{39}$ (7.58%) (11.50%)	$\frac{3}{6}$ (4.55%) (1.77%)	66 339
TA32	$\frac{9}{37}$ (13.85%) (11.14%)	$\frac{28}{154}$ (43.08%) (46.39%)	$\frac{22}{98}$ (33.85%) (29.52%)	$\frac{5}{39}$ (7.69%) (11.75%)	$\frac{1}{4}$ (1.54%) (1.20%)	65 332
<u>TB</u>						
TB11	$\frac{10}{49}$ (8.26%) (16.17%)	$\frac{73}{170}$ (60.33%) (56.11%)	$\frac{29}{58}$ (23.97%) (19.14%)	$\frac{7}{18}$ (5.79%) (5.94%)	$\frac{2}{8}$ (1.65%) (2.64%)	121 303
TB12	$\frac{17}{24}$ (14.91%) (8.70%)	$\frac{49}{106}$ (42.98%) (38.41%)	$\frac{35}{103}$ (30.70%) (37.32%)	$\frac{13}{34}$ (11.40%) (12.32%)	$\frac{0}{9}$ - (3.26%)	114 276
TB13	$\frac{9}{20}$ (7.89%) (7.27%)	$\frac{64}{102}$ (56.14%) (37.09%)	$\frac{33}{95}$ (28.95%) (34.55%)	$\frac{8}{45}$ (7.02%) (16.36%)	$\frac{0}{13}$ - (4.73%)	114 275
TB21	$\frac{20}{14}$ (17.86%) (5.30%)	$\frac{43}{55}$ (38.39%) (20.83%)	$\frac{35}{78}$ (31.25%) (29.55%)	$\frac{9}{80}$ (8.04%) (30.30%)	$\frac{5}{37}$ (4.46%) (14.02%)	112 264
TB31	$\frac{20}{17}$ (17.54%) (6.12%)	$\frac{59}{96}$ (51.75%) (34.53%)	$\frac{28}{96}$ (24.56%) (34.53%)	$\frac{5}{58}$ (4.39%) (20.86%)	$\frac{2}{11}$ (1.75%) (3.96%)	114 278
TB32	$\frac{23}{20}$ (20.18%) (7.60%)	$\frac{51}{94}$ (44.74%) (35.74%)	$\frac{27}{103}$ (23.68%) (39.16%)	$\frac{10}{34}$ (8.77%) (12.93%)	$\frac{3}{12}$ (2.63%) (4.56%)	114 263

KEY. NS
NNS

TABLE 5DDD STUDENT REPLIES TO FOLLOW UP QUESTIONNAIRE

Question 2. How well do you feel you have done in each part of the test?

<u>TO</u>	<u>Very Well</u>	<u>Well</u>	<u>No Opinion Either Way</u>	<u>Badly</u>	<u>Very Badly</u>	
TO11	$\frac{1}{9} (0.88\%)$ $\frac{3}{9} (3.17\%)$	$\frac{39}{113} (34.21\%)$ $\frac{39}{113} (39.79\%)$	$\frac{54}{87} (47.37\%)$ $\frac{54}{87} (30.63\%)$	$\frac{20}{57} (17.54\%)$ $\frac{20}{57} (20.07\%)$	$\frac{0}{18} -$ $\frac{0}{18} (6.34\%)$	114 284
TO12	$\frac{6}{13} (5.36\%)$ $\frac{6}{13} (4.69\%)$	$\frac{48}{110} (42.86\%)$ $\frac{48}{110} (39.71\%)$	$\frac{50}{81} (44.64\%)$ $\frac{50}{81} (29.24\%)$	$\frac{3}{62} (7.14\%)$ $\frac{3}{62} (22.38\%)$	$\frac{0}{11} -$ $\frac{0}{11} (3.97\%)$	112 277
TO21	$\frac{13}{8} (11.50\%)$ $\frac{8}{8} (2.96\%)$	$\frac{44}{71} (38.94\%)$ $\frac{44}{71} (26.30\%)$	$\frac{47}{82} (41.59\%)$ $\frac{47}{82} (30.37\%)$	$\frac{8}{79} (7.08\%)$ $\frac{8}{79} (29.26\%)$	$\frac{1}{30} (0.88\%)$ $\frac{1}{30} (11.11\%)$	113 270
TO31	$\frac{1}{1} (0.89\%)$ $\frac{1}{1} (0.36\%)$	$\frac{32}{18} (28.57\%)$ $\frac{32}{18} (6.47\%)$	$\frac{51}{66} (45.53\%)$ $\frac{51}{66} (23.74\%)$	$\frac{24}{105} (21.43\%)$ $\frac{24}{105} (37.77\%)$	$\frac{4}{88} (3.57\%)$ $\frac{4}{88} (31.65\%)$	112 278
TO32	$\frac{3}{0} (2.83\%)$ $\frac{0}{0} -$	$\frac{25}{27} (23.58\%)$ $\frac{25}{27} (10.89\%)$	$\frac{52}{59} (49.06\%)$ $\frac{52}{59} (23.79\%)$	$\frac{22}{100} (20.75\%)$ $\frac{22}{100} (40.32\%)$	$\frac{4}{62} (3.77\%)$ $\frac{4}{62} (25.00\%)$	106 248
TO41	$\frac{44}{32} (43.14\%)$ $\frac{32}{32} (11.47\%)$	$\frac{44}{157} (43.14\%)$ $\frac{44}{157} (56.27\%)$	$\frac{13}{69} (12.75\%)$ $\frac{13}{69} (24.73\%)$	$\frac{1}{19} (0.98\%)$ $\frac{1}{19} (6.81\%)$	$\frac{0}{2} -$ $\frac{0}{2} (0.72\%)$	102 279
<u>TA</u>						
TA11	$\frac{7}{13} (10.77\%)$ $\frac{7}{13} (3.63\%)$	$\frac{27}{147} (41.54\%)$ $\frac{27}{147} (41.06\%)$	$\frac{24}{115} (36.92\%)$ $\frac{24}{115} (32.12\%)$	$\frac{6}{72} (9.23\%)$ $\frac{6}{72} (20.11\%)$	$\frac{1}{11} (1.54\%)$ $\frac{1}{11} (3.07\%)$	65 358
TA12	$\frac{10}{3} (15.38\%)$ $\frac{3}{3} (0.87\%)$	$\frac{30}{96} (46.15\%)$ $\frac{30}{96} (27.75\%)$	$\frac{19}{138} (29.23\%)$ $\frac{19}{138} (39.88\%)$	$\frac{5}{82} (7.69\%)$ $\frac{5}{82} (23.70\%)$	$\frac{1}{27} (1.54\%)$ $\frac{1}{27} (7.80\%)$	65 346
TA13	$\frac{3}{6} (4.62\%)$ $\frac{6}{6} (1.73\%)$	$\frac{27}{109} (41.54\%)$ $\frac{27}{109} (31.50\%)$	$\frac{28}{144} (43.08\%)$ $\frac{28}{144} (41.62\%)$	$\frac{6}{69} (9.23\%)$ $\frac{6}{69} (19.94\%)$	$\frac{1}{18} (1.54\%)$ $\frac{1}{18} (5.20\%)$	65 346
TA21	$\frac{7}{9} (10.14\%)$ $\frac{9}{9} (2.71\%)$	$\frac{27}{99} (39.13\%)$ $\frac{27}{99} (29.82\%)$	$\frac{26}{120} (37.68\%)$ $\frac{26}{120} (36.14\%)$	$\frac{8}{84} (11.59\%)$ $\frac{8}{84} (25.30\%)$	$\frac{1}{20} (1.45\%)$ $\frac{1}{20} (6.02\%)$	69 332
TA31	$\frac{3}{3} (4.35\%)$ $\frac{3}{3} (1.46\%)$	$\frac{17}{98} (24.64\%)$ $\frac{17}{98} (28.65\%)$	$\frac{27}{140} (39.13\%)$ $\frac{27}{140} (40.94\%)$	$\frac{17}{77} (24.64\%)$ $\frac{17}{77} (22.51\%)$	$\frac{5}{22} (7.25\%)$ $\frac{5}{22} (6.43\%)$	69 342
TA32	$\frac{6}{10} (8.70\%)$ $\frac{10}{10} (2.97\%)$	$\frac{35}{143} (50.72\%)$ $\frac{35}{143} (42.43\%)$	$\frac{20}{109} (28.99\%)$ $\frac{20}{109} (32.34\%)$	$\frac{6}{60} (8.70\%)$ $\frac{6}{60} (17.80\%)$	$\frac{2}{15} (2.90\%)$ $\frac{2}{15} (4.45\%)$	69 337
<u>TB</u>						
TB11	$\frac{15}{26} (13.04\%)$ $\frac{26}{26} (9.15\%)$	$\frac{66}{146} (57.39\%)$ $\frac{66}{146} (51.4\%)$	$\frac{31}{76} (26.96\%)$ $\frac{31}{76} (26.76\%)$	$\frac{3}{27} (2.61\%)$ $\frac{3}{27} (9.51\%)$	$\frac{0}{9} -$ $\frac{0}{9} (3.17\%)$	115 284
TB12	$\frac{11}{11} (9.57\%)$ $\frac{11}{11} (3.97\%)$	$\frac{56}{95} (48.70\%)$ $\frac{56}{95} (34.30\%)$	$\frac{37}{100} (32.17\%)$ $\frac{37}{100} (36.10\%)$	$\frac{10}{58} (8.70\%)$ $\frac{10}{58} (20.94\%)$	$\frac{1}{13} (0.87\%)$ $\frac{1}{13} (4.69\%)$	115 277
TB13	$\frac{2}{3} (1.72\%)$ $\frac{3}{3} (1.82\%)$	$\frac{45}{82} (38.79\%)$ $\frac{45}{82} (29.93\%)$	$\frac{60}{116} (51.72\%)$ $\frac{60}{116} (42.34\%)$	$\frac{8}{54} (6.90\%)$ $\frac{8}{54} (19.71\%)$	$\frac{1}{17} (0.86\%)$ $\frac{1}{17} (6.20\%)$	116 274
TB21	$\frac{3}{1} (2.61\%)$ $\frac{1}{1} (0.36\%)$	$\frac{27}{40} (23.48\%)$ $\frac{27}{40} (14.44\%)$	$\frac{46}{78} (40.00\%)$ $\frac{46}{78} (28.16\%)$	$\frac{31}{100} (26.96\%)$ $\frac{31}{100} (36.10\%)$	$\frac{8}{58} (6.96\%)$ $\frac{8}{58} (20.94\%)$	115 277
TB31	$\frac{3}{3} (2.59\%)$ $\frac{3}{3} (1.08\%)$	$\frac{26}{65} (22.41\%)$ $\frac{26}{65} (23.47\%)$	$\frac{55}{100} (47.41\%)$ $\frac{55}{100} (36.10\%)$	$\frac{27}{83} (23.28\%)$ $\frac{27}{83} (29.96\%)$	$\frac{5}{26} (4.31\%)$ $\frac{5}{26} (9.39\%)$	116 277
TB32	$\frac{5}{7} (4.35\%)$ $\frac{7}{7} (2.53\%)$	$\frac{33}{84} (28.70\%)$ $\frac{33}{84} (30.32\%)$	$\frac{55}{114} (47.83\%)$ $\frac{55}{114} (41.16\%)$	$\frac{17}{56} (14.78\%)$ $\frac{17}{56} (20.22\%)$	$\frac{5}{16} (4.35\%)$ $\frac{5}{16} (5.78\%)$	115 277

KEY: $\frac{NS}{XNS}$

TABLE 5EEK
STUDENT REPLIES TO FOLLOW UP QUESTIONNAIRE

Question 4. Was there enough time for the following?

<u>TO</u>	<u>Yes</u>	<u>No</u>	
TO11	$\frac{94}{151} (82.46\%)$	$\frac{20}{128} (17.54\%)$	114 279
TO12	$\frac{108}{163} (94.74\%)$	$\frac{6}{114} (5.26\%)$	114 277
TO21	$\frac{103}{152} (91.15\%)$	$\frac{10}{118} (8.85\%)$	113 270
TO31	$\frac{87}{90} (77.68\%)$	$\frac{25}{186} (22.32\%)$	112 276
TO32	$\frac{88}{113} (78.57\%)$	$\frac{24}{162} (21.43\%)$	112 275
TO41	$\frac{106}{216} (98.15\%)$	$\frac{2}{63} (1.85\%)$	108 279
<u>TA</u>			
TA11	$\frac{55}{201} (88.71\%)$	$\frac{7}{139} (11.29\%)$	62 340
TA12	$\frac{56}{186} (90.32\%)$	$\frac{6}{152} (9.68\%)$	62 338
TA13	$\frac{51}{169} (80.95\%)$	$\frac{12}{171} (19.05\%)$	63 340
TA21	$\frac{57}{203} (90.48\%)$	$\frac{6}{122} (9.52\%)$	63 325
TA31	$\frac{59}{241} (93.65\%)$	$\frac{4}{94} (6.35\%)$	63 335
TA32	$\frac{62}{262} (98.41\%)$	$\frac{1}{73} (1.59\%)$	63 335
<u>TB</u>			
TB11	$\frac{108}{203} (99.08\%)$	$\frac{1}{56} (0.92\%)$	109 259
TB12	$\frac{101}{172} (92.66\%)$	$\frac{8}{85} (7.34\%)$	109 257
TB13	$\frac{103}{151} (94.50\%)$	$\frac{6}{107} (5.50\%)$	109 258
TB21	$\frac{90}{116} (82.57\%)$	$\frac{19}{131} (17.43\%)$	109 247
TB31	$\frac{103}{166} (94.50\%)$	$\frac{6}{88} (5.50\%)$	109 254
TB32	$\frac{108}{186} (99.08\%)$	$\frac{1}{68} (0.92\%)$	109 254

KEY. $\frac{NS}{NNS}$

TABLE 5FFF
STUDENT REPLIES TO FOLLOW UP QUESTIONNAIRE

Question 5. Can you guess how well you did on the test overall?

	<u>Very Poorly</u>	<u>Poorly</u>	<u>Not Too Badly</u>	<u>Well</u>	<u>Very Well</u>	
TO	$\frac{1}{24} \begin{smallmatrix} (0.91\%) \\ (8.89\%) \end{smallmatrix}$	$\frac{12}{78} \begin{smallmatrix} (10.91\%) \\ (28.89\%) \end{smallmatrix}$	$\frac{55}{130} \begin{smallmatrix} (50.00\%) \\ (48.15\%) \end{smallmatrix}$	$\frac{37}{35} \begin{smallmatrix} (33.64\%) \\ (12.96\%) \end{smallmatrix}$	$\frac{5}{3} \begin{smallmatrix} (4.35\%) \\ (1.11\%) \end{smallmatrix}$	$\frac{110}{270}$
TA	$\frac{1}{22} \begin{smallmatrix} (1.56\%) \\ (6.69\%) \end{smallmatrix}$	$\frac{8}{83} \begin{smallmatrix} (12.50\%) \\ (25.23\%) \end{smallmatrix}$	$\frac{30}{180} \begin{smallmatrix} (46.88\%) \\ (54.71\%) \end{smallmatrix}$	$\frac{21}{41} \begin{smallmatrix} (32.81\%) \\ (12.46\%) \end{smallmatrix}$	$\frac{4}{3} \begin{smallmatrix} (6.25\%) \\ (0.91\%) \end{smallmatrix}$	$\frac{64}{329}$
TB	$\frac{1}{26} \begin{smallmatrix} (0.93\%) \\ (10.24\%) \end{smallmatrix}$	$\frac{11}{66} \begin{smallmatrix} (10.19\%) \\ (25.98\%) \end{smallmatrix}$	$\frac{69}{132} \begin{smallmatrix} (63.89\%) \\ (51.97\%) \end{smallmatrix}$	$\frac{26}{28} \begin{smallmatrix} (24.07\%) \\ (11.02\%) \end{smallmatrix}$	$\frac{1}{2} \begin{smallmatrix} (0.93\%) \\ (0.79\%) \end{smallmatrix}$	$\frac{108}{254}$

KEY. $\frac{NS}{NNS}$

TABLE 5GGG
STUDENT REPLIES TO FOLLOW UP QUESTIONNAIRE

Question 6. How do you think you would do, if the subject matter of the test was more familiar to you?

	<u>Very Poorly</u>	<u>Poorly</u>	<u>Not too Badly</u>	<u>Well</u>	<u>Very Well</u>	
TO	$\frac{0}{6}$ (2.18%)	$\frac{1}{16}$ (0.88%) (5.82%)	$\frac{30}{86}$ (26.55%) (31.27%)	$\frac{60}{133}$ (53.10%) (48.36%)	$\frac{22}{34}$ (19.47%) (12.36%)	113 275
TA	$\frac{1}{4}$ (1.54%) (1.21%)	$\frac{1}{11}$ (1.54%) (3.32%)	$\frac{18}{100}$ (27.69%) (30.21%)	$\frac{28}{164}$ (43.08%) (49.55%)	$\frac{17}{52}$ (26.15%) (15.71%)	65 331
TB	$\frac{0}{2}$ (0.79%)	$\frac{4}{6}$ (3.88%) (2.37%)	$\frac{18}{66}$ (17.48%) (26.09%)	$\frac{65}{134}$ (63.11%) (52.96%)	$\frac{16}{45}$ (15.53%) (17.79%)	103 253

KEY. $\frac{NS}{NNS}$

APPENDIX 5.7

T.E.A.P. Statement of Aims and Objectives

T H E T E S T

The AIM of the test is to provide, by means of individual profiles, information on students' understanding and use of written and spoken English in academic situations.

OBJECTIVES OF THE TEST

In the examination students will be assessed on their ability:

- A. To produce adequate written English for formal academic writing tasks.
- B. To understand spoken English for listening to lectures and discussion.
- C. To understand written English for reading text-books and other sources of information both intensively and extensively.

These objectives are further elaborated below. It is candidates' performances on A-C above which will be reported in the profile of results.

OBJECTIVE A

Candidates will have to demonstrate their ability to produce adequate written English for formal academic writing tasks.

A candidate may be expected to demonstrate proficiency in planning and organising information in:

- (1) narrative
- (2) description of phenomena and ideas
- (3) description of process and change of state
- (4) argument.

Candidates' written work will be assessed according to the following criteria:

- (1) relevance and adequacy of content
- (2) compositional organisation
- (3) cohesion
- (4) adequacy of vocabulary for purpose
- (5) grammar
- (6) punctuation
- (7) spelling

OBJECTIVE B

Candidates will have to demonstrate their ability to understand lectures and discussion. A candidate may be expected to demonstrate proficiency in the following enabling skills:

- (1) understanding conceptual meaning, e.g. comparison, degree, cause, result and purpose
- (2) distinguishing the main idea from supporting detail, e.g. by differentiating the whole from its parts, fact from opinion, statement from example, a proposition from its argument
- (3) skimming - (a) listening to obtain the gist
(b) listening for specifics
- (4) skills concerned with understanding and meaning, especially the ability to recognise the speaker's attitude towards the listener and topic of utterance as conveyed mainly by intonation
- (5) understanding ideas and information in the text not explicitly stated, e.g. through making inferences
- (6) (a) extracting salient points to summarise the whole text, a specific idea or topic, the underlying idea or point
(b) selective extraction of relevant key points from a text especially involving the co-ordination of related information
(c) reducing text through rejecting redundant or irrelevant information.

OBJECTIVE C

Candidates will have to demonstrate their ability to understand written English for reading text-books and other sources of information both intensively and extensively. A candidates may be expected to demonstrate proficiency in the following enabling skills:

- (1) deducing the meaning and use of unfamiliar lexical items through understanding word formation and contextual clues
- (2) understanding relations within the sentence
- (3) understanding relations between parts of text through cohesion devices especially grammatical cohesion, e.g. reference
- (4) understanding relations between parts of text by recognising indicators in discourse especially for introducing, development, transition and conclusion of ideas
- (5) understanding the communicative function/value of sentences with and without explicit indicators, e.g. definition and example
- (6) understanding conceptual meaning, e.g. comparison, means, cause, result and purpose
- (7) separating essential from the non-essential in text: distinguishing the main idea from supporting detail, e.g. by differentiating the whole from its parts, fact from opinion, statement from example, a proposition from its argument

- (8) skimming - (a) surveying to obtain the gist
(b) scanning for specifics
- (9) understanding ideas and information in a text not explicitly stated
- (10) notemaking - (a) extracting salient points for summary of the whole text, specific idea/topic, in the text, the underlying idea or point
(b) selective extraction of relevant points from a text for summary especially involving the co-ordination of related information
- (11) critical evaluation (social science).

APPENDIX 5.8

Analysis at the Item Level

TABLE 5HHH
T012 SHORT ANSWER QUESTIONS ON READING COMPREHENSION

ITEM NO.	facility index		r_{pb1}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.920	0.518	0.235	0.323	2	22
2	0.944	0.579	0.162	0.415	0	7
3	0.896	0.585	0.317	0.452	4	22
4	0.752	0.627	0.344	0.414	7	25
5*	0.544	0.339	0.350	0.450	7	26
6	0.960	0.533	0.339	0.598	4	92
7	0.728	0.218	0.591	0.496	19	165
8	0.760	0.715	0.188	0.398	5	27
9	0.856	0.679	0.369	0.456	2	35
10*	0.728	0.624	0.375	0.568	0	42
11*†	0.984	0.921	0.269	0.352	1	15
12*	0.680	0.488	0.520	0.462	9	88
13*†	0.968	0.812	0.240	0.547	2	42
14*	0.832	0.545	0.642	0.657	6	83
15*†	0.752	0.376	0.699	0.754	5	97

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.

125	330	18.544	12.591	3.815	5.884
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* maximum mark greater than one

† Although this item was scored on a three point scale, for the purposes of calculating the index of discrimination, the scale was reduced to a dichotomous one.

TABLE 5III
TAII MULTIPLE CHOICE QUESTIONS ON READING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.944	0.687	0.094	0.331	0	4
2	0.563	0.502	0.074	0.313	1	25
3	0.803	0.651	0.130	0.304	0	1
4	0.887	0.740	0.415	0.329	0	5
5	0.817	0.717	0.422	0.278	0	10
6	0.873	0.664	0.484	0.384	0	8
7	0.958	0.849	0.178	0.381	0	9
8	0.887	0.498	0.384	0.223	0	16
9	0.718	0.621	0.176	0.413	1	19
10*	0.789	0.422	0.557	0.548	0	30
11*	0.577	0.322	0.615	0.518	0	46
12*	0.789	0.527	0.486	0.534	0	62
13*	0.676	0.285	0.673	0.501	0	73

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
71	438	13.113	9.043	2.890	3.365

* maximum mark greater than one

TABLE 5JJJ

TAII READING COMPREHENSION ITEM RESPONSE FREQUENCIES

<u>Item</u>	<u>Key</u>	<u>Omit</u>	<u>Response Percentages</u>			
			<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1	D	0.9	9.1	9.4	11.9	68.7
2	C	5.7	11.9	15.3	50.2	16.9
3	D	0.2	6.6	13.7	14.4	65.1
4	A	1.1	74.0	9.8	9.4	5.7
5	B	2.3	10.0	71.7	6.6	9.4
6	C	1.8	9.4	12.1	66.4	10.3
7	B	2.1	10.0	84.9	1.4	1.6
8	D	3.7	9.1	16.9	20.5	49.8
9	C	4.3	12.1	16.4	62.1	5.0
10	D	6.8	8.2	12.8	29.9	42.2
11	A	10.5	32.2	18.7	18.0	20.5
12	B	14.2	4.1	52.7	9.4	19.6
13	C	16.7	3.4	39.3	28.5	12.1

TABLE 5KKK
TAI2A GAP-FILLING: IDENTIFYING OMISSIONS IN TEXT

ITEM NO.	facility index		r_{pb1}	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4
1	0.889	0.494	0.051	0.531
2	0.847	0.556	0.606	0.433
3	0.944	0.651	0.392	0.512
4	0.972	0.580	0.107	0.574
5	0.861	0.388	0.255	0.488
6	0.944	0.628	0.286	0.592
7	0.861	0.272	0.605	0.513
8	0.514	0.159	0.521	0.347
9	0.903	0.381	0.412	0.567
10	0.972	0.776	0.181	0.471
11	0.819	0.435	0.047	0.510
12	0.944	0.635	0.365	0.646
13	1.000	0.739	0.000	0.599
14	0.889	0.669	0.455	0.609
15	0.972	0.526	0.144	0.625
16	0.861	0.526	0.535	0.579
17	0.778	0.342	0.601	0.478
18	0.986	0.751	0.024	0.634
19	0.958	0.610	0.223	0.637
20	0.764	0.315	0.495	0.469
21	0.778	0.283	0.528	0.582

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
72	441	18.458	10.717	2.297	5.365

N.B. Omits not recorded because of problems in marking.

TABLE 5LLL
TAI2B GAP-FILLING: COMPLETING THE GAPS

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.889	0.608	0.177	0.500	3	47
2	0.792	0.403	0.681	0.552	2	45
3	0.889	0.487	0.461	0.567	1	33
4	0.847	0.560	0.177	0.539	0	36
5	0.222	0.048	0.515	0.382	4	60
6	0.833	0.328	0.447	0.488	2	76
7	0.861	0.237	0.345	0.589	2	102
8	0.375	0.068	0.580	0.382	9	180
9	0.750	0.312	0.554	0.558	3	117
10	0.958	0.763	0.326	0.416	1	39
11	1.000	0.569	0.000	0.601	0	73
12	0.833	0.312	0.404	0.521	1	67
13	1.000	0.683	0.000	0.640	0	60
14	0.847	0.672	0.324	0.601	0	72
15	0.972	0.513	0.115	0.585	1	122
16	0.694	0.335	0.568	0.585	2	68
17	0.639	0.198	0.573	0.462	7	130
18	0.722	0.323	0.632	0.656	1	84
19	0.931	0.592	0.427	0.614	2	114
20	0.736	0.296	0.474	0.497	6	170
21	0.542	0.112	0.734	0.543	6	203

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
72	439	16.333	8.421	3.416	5.038

TABLE 5MM
TA13 SHORT ANSWER QUESTIONS ON READING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.974	0.853	0.248	0.399	0	10
2	0.816	0.540	0.099	0.416	6	49
3*†	0.947	0.747	0.257	0.435	0	16
4	0.632	0.623	0.384	0.491	5	32
5	0.895	0.834	0.286	0.414	0	15
6	0.895	0.779	0.392	0.470	1	25
7	0.921	0.789	0.300	0.509	1	52
8	0.947	0.805	0.282	0.477	2	39
9*†	0.934	0.876	0.115	0.534	0	28
10*†	0.934	0.761	0.268	0.561	0	68
11*	0.487	0.152	0.632	0.431	13	218
12*†	0.803	0.343	0.473	0.560	11	246

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
76	435	13.645	10.274	2.421	3.538

* maximum mark greater than one

† Although this item was scored on a three point scale, for the purpose of calculating the index of discrimination, the scale was reduced to a dichotomous one.

TABLE 5NNN
TB11 MULTIPLE CHOICE QUESTIONS ON READING COMPREHENSION

ITEM NO.	facility index		r_{pb1}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.847	0.586	0.195	0.392	0	5
2	0.798	0.741	0.098	0.321	0	4
3	1.000	0.919	0.000	0.341	0	0
4	0.710	0.558	0.432	0.276	0	1
5	0.935	0.850	0.107	0.436	0	4
6	0.895	0.717	0.419	0.425	0	2
7	0.863	0.847	0.321	0.403	0	4
8	0.669	0.688	0.270	0.338	0	2
9	0.911	0.782	0.073	0.369	1	3
10	0.927	0.829	0.249	0.399	1	4
11	0.742	0.411	0.303	0.332	0	8
12*	0.976	0.738	0.241	0.622	0	6
13*	0.597	0.564	0.573	0.498	1	9
14*	0.702	0.636	0.572	0.577	9	24

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
124	321	13.847	11.804	2.075	3.275

* maximum mark greater than one

TABLE 5000

TB11 READING COMPREHENSION ITEM RESPONSE FREQUENCIES

<u>Item</u>	<u>Key</u>	<u>Omit</u>	<u>Response Percentages</u>			
			<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1	B	1.6	4.4	58.6	10.3	25.2
2	A	1.2	74.1	11.2	3.7	9.7
3	C	0.0	2.5	3.4	91.9	2.2
4	D	0.3	4.0	0.6	39.3	55.8
5	B	1.2	5.3	85.0	5.0	3.4
6	A	0.6	71.7	7.5	11.8	8.4
7	B	1.2	7.8	84.7	2.8	3.4
8	C	0.6	12.8	5.9	68.8	11.8
9	D	0.9	7.2	7.5	6.2	78.2
10	A	1.2	82.9	8.4	4.7	2.8
11	B	2.5	17.8	41.1	10.6	28.0
12	D	1.9	11.2	4.4	8.7	73.8
13	A	2.8	56.4	10.0	1.6	29.3
14	B	7.5	3.1	63.6	20.9	5.0

TABLE 5PPP
TB12A GAP-FILLING: IDENTIFYING OMISSIONS IN TEXT

ITEM NO.	facility index		r_{pbi}	
	N.S. 1	N.N.S. 2	N.S. 3	N N.S. 4
1	0.840	0.606	0.543	0.529
2	0.912	0.800	0.642	0.430
3	0.920	0.809	0.746	0.469
4	0.872	0.378	0.688	0.604
5	0.824	0.372	0.574	0.557
6	0.792	0.628	0.563	0.621
7	0.816	0.338	0.621	0.540
8	0.816	0.403	0.649	0.601
9	0.872	0.554	0.534	0.510
10	0.752	0.385	0.560	0.509
11	0.840	0.545	0.608	0.459
12	0.944	0.858	0.653	0.510
13	0.736	0.560	0.414	0.371
14	0.912	0.698	0.642	0.585
15	0.752	0.437	0.564	0.420
16	0.944	0.858	0.804	0.523
17	0.944	0.837	0.716	0.585
18	0.912	0.775	0.687	0.622
19	0.832	0.655	0.601	0.580
20	0.784	0.354	0.541	0.413
21	0.816	0.542	0.564	0.477

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	325	17.832	12.394	4.363	4.966

N.B. Omits not recorded because of problems in marking.

TABLE 5QQQ
TB12B GAP-FILLING: COMPLETING THE GAPS

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.800	0.552	0.433	0.450	2	17
2	0.928	0.718	0.237	0.474	0	5
3	0.960	0.678	0.345	0.594	0	20
4	0.864	0.479	0.200	0.637	0	22
5	0.704	0.175	0.528	0.539	6	57
6	0.760	0.334	0.505	0.649	9	39
7	0.832	0.301	0.532	0.632	6	51
8	0.872	0.393	0.510	0.613	3	46
9	0.808	0.353	0.253	0.559	1	13
10	0.584	0.252	0.612	0.542	6	66
11	0.872	0.503	0.368	0.409	5	85
12	0.968	0.798	0.266	0.389	1	13
13	0.776	0.635	0.197	0.309	4	25
14	0.880	0.518	0.272	0.512	0	26
15	0.712	0.218	0.444	0.467	2	66
16	0.984	0.810	0.286	0.514	2	16
17	0.944	0.702	0.280	0.555	0	30
18	0.712	0.258	0.376	0.481	0	30
19	0.800	0.571	0.357	0.552	4	44
20	0.912	0.534	0.402	0.448	4	50
21	0.776	0.377	0.491	0.525	3	49

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	326	17.448	10.156	2.872	5.010

TABLE 5RRR

TB13 SHORT ANSWER QUESTIONS ON READING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1*	0.512	0.080	0.444	0.362	4	41
2	0.880	0.778	0.372	0.402	0	5
3	0.976	0.815	0.287	0.382	0	12
4	0.824	0.203	0.524	0.390	3	42
5	0.848	0.665	0.334	0.362	4	29
6*	0.936	0.649	0.275	0.559	1	36
7*	0.880	0.618	0.387	0.511	3	36
8*	0.792	0.477	0.390	0.586	4	49
9	0.584	0.529	0.327	0.333	3	31
10*	0.616	0.163	0.590	0.535	9	142
11*	0.512	0.209	0.516	0.557	13	111
12*	0.912	0.588	0.465	0.625	6	103

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	325	14.432	8.560	3.145	4.084

* maximum mark greater than one

TABLE 5SSS
TO21 DICTATION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	1.000	0.604	0.000	0.615	0	2
2	0.968	0.619	0.335	0.634	0	3
3	0.968	0.570	0.516	0.664	0	3
4	1.000	0.646	0.000	0.692	0	4
5	0.968	0.284	0.371	0.593	0	2
6	1.000	0.497	0.000	0.610	0	3
7	1.000	0.402	0.000	0.670	0	3
8	0.952	0.439	0.503	0.643	0	4
9	0.992	0.732	0.452	0.575	0	4
10	0.952	0.515	0.265	0.518	0	4
11	0.992	0.579	0.237	0.568	0	4
12	0.336	0.183	0.511	0.409	1	6
13	0.904	0.460	0.471	0.660	2	3
14	0.472	0.253	0.480	0.412	1	2
15	0.808	0.235	0.493	0.553	1	2

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	328	13.312	7.018	1.255	4.182

TABLE 5TTT
TO31 SHORT ANSWER QUESTIONS ON LISTENING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.832	0.460	0.502	0.553	0	34
2	0.680	0.110	0.460	0.441	4	99
3	0.760	0.125	0.361	0.542	11	129
4	0.600	0.277	0.365	0.568	7	142
5*†	0.984	0.750	0.306	0.520	0	43
6*	0.720	0.393	0.457	0.648	6	94
7*†	0.936	0.366	0.432	0.605	1	94
8*†	0.992	0.902	0.216	0.401	0	19
9*	0.736	0.305	0.501	0.562	6	85
10	0.872	0.305	0.257	0.346	4	74
11	0.816	0.177	0.360	0.436	4	121
12	0.680	0.277	0.357	0.448	6	76
13	0.744	0.311	0.304	0.396	5	81

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	328	14.416	6.305	2.672	4.092

* maximum mark greater than one

† Although this item was scored on a three point scale, for the purpose of calculating the index of discrimination, the scale was reduced to a dichotomous one.

TABLE 5UUU

TA21 SHORT ANSWER QUESTIONS ON LISTENING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1*†	1.000	0.966	0.000	0.222	0	2
2*†	1.000	0.933	0.000	0.327	0	5
3	0.921	0.536	0.493	0.521	1	55
4*	0.882	0.244	0.423	0.562	0	84
5	0.868	0.688	0.417	0.467	1	19
6	0.961	0.794	0.448	0.361	0	13
7	0.961	0.673	0.496	0.520	1	59
8	0.974	0.648	0.113	0.599	1	67
9*	0.500	0.276	0.574	0.487	2	48
10*†	1.000	0.807	0.000	0.553	0	30
11	0.737	0.451	0.557	0.512	8	105
12*†	0.855	0.666	0.664	0.698	5	95

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
76	446	16.947	11.531	2.842	4.700

* maximum mark greater than one

† Although this item was scored on a three point scale, for the purpose of calculating the index of discrimination, the scale was reduced to a dichotomous one.

TABLE 5VVV

TB21 SHORT ANSWER QUESTIONS ON LISTENING COMPREHENSION

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.752	0.160	0.587	0.595	1	122
2	0.976	0.717	0.311	0.478	3	34
3	0.720	0.375	0.382	0.465	5	87
4*	0.848	0.431	0.482	0.654	6	76
5	0.552	0.117	0.683	0.461	18	128
6	0.792	0.412	0.409	0.568	5	94
7	0.720	0.175	0.282	0.548	10	159
8*	0.904	0.354	0.355	0.682	3	108
9	0.960	0.523	0.358	0.621	2	84

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
125	325	10.280	4.326	2.324	3.271

* maximum mark greater than one

TABLE 5WWW
TO41 MULTIPLE CHOICE QUESTIONS ON KNOWLEDGE OF GRAMMAR

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
1	0.977	0.655	0.006	0.350	1	2
2	0.985	0.940	0.172	0.110	0	1
3	0.970	0.324	0.274	0.482	0	3
4	0.955	0.396	0.057	0.644	0	2
5	0.992	0.844	0.092	0.295	0	0
6	0.992	0.571	0.026	0.580	0	3
7	1.000	0.895	0.000	0.373	0	2
8	0.940	0.652	0.095	0.246	0	2
9	0.962	0.486	0.221	0.457	1	3
10	0.992	0.577	0.062	0.511	0	3
11	1.000	0.901	0.000	0.326	0	3
12	0.985	0.619	0.067	0.440	0	8
13	0.992	0.907	0.415	0.284	0	1
14	0.985	0.658	0.318	0.543	0	4
15	0.977	0.634	0.228	0.483	0	3
16	0.925	0.664	0.030	0.236	0	2
17	0.992	0.913	0.033	0.147	0	1
18	0.955	0.399	0.547	0.354	0	4
19	0.977	0.658	0.126	0.502	0	1
20	0.977	0.919	0.091	0.169	0	0
21	0.752	0.372	0.434	0.405	0	0
22	0.992	0.640	0.415	0.459	0	0
23	0.992	0.832	0.062	0.235	0	0
24	0.985	0.730	0.213	0.588	0	1
25	1.000	0.733	0.000	0.404	0	3
26	1.000	0.787	0.000	0.514	0	2
27	1.000	0.832	0.000	0.347	0	2
28	0.985	0.802	0.297	0.502	0	4
29	0.985	0.856	0.631	0.241	0	1
30	0.992	0.613	0.474	0.447	0	2
31	0.992	0.892	0.055	0.165	0	0
32	0.985	0.685	0.088	0.496	0	0
33	0.955	0.757	0.400	0.305	0	1
34	0.940	0.775	0.277	0.329	0	1
35	0.872	0.483	0.456	0.457	0	8

TABLE 5WWW continued

ITEM NO.	facility index		r_{pbi}		omit	
	N.S. 1	N.N.S. 2	N.S. 3	N.N.S. 4	N.S. 5	N.N.S. 6
36	0.955	0.904	0.302	0.310	0	3
37	0.970	0.366	0.126	0.538	0	4
38	0.955	0.682	0.498	0.306	0	5
39	0.955	0.799	0.388	0.406	0	12
40	0.970	0.682	0.289	0.255	0	9
41	0.992	0.784	0.150	0.527	0	6
42	0.962	0.538	0.555	0.354	0	13
43	0.962	0.766	0.328	0.570	0	7
44	0.985	0.910	0.172	0.372	0	5
45	0.677	0.453	0.363	0.314	0	11
46	0.925	0.793	0.155	0.489	0	8
47	0.962	0.895	0.422	0.448	1	7
48	0.992	0.772	0.297	0.426	0	8
49	0.962	0.889	0.368	0.468	0	9
50	0.977	0.757	0.587	0.364	0	10
51	0.947	0.700	0.532	0.519	1	10
52	0.955	0.754	0.522	0.497	1	15
53	0.767	0.435	0.333	0.554	1	16
54	0.962	0.565	0.301	0.460	1	26
55	0.985	0.718	0.360	0.545	2	24
56	0.977	0.580	0.280	0.385	1	27
57	0.444	0.447	0.401	0.293	1	29
58	0.977	0.715	0.348	0.590	1	37
59	0.970	0.793	0.260	0.542	1	32
60	0.962	0.697	0.088	0.480	2	31

No. of Cands.		Overall mean		Overall s.d.	
N.S.	N.N.S.	N.S.	N.N.S.	N.S.	N.N.S.
133	333	57.113	41.787	2.960	10.632

TABLE 5XXX
KNOWLEDGE OF GRAMMAR ITEM RESPONSE FREQUENCIES

Item	Key	Response Percentages				
		Omit	A	B	C	D
1	D	0.6	31.8	0.3	1.8	65.5
2	A	0.3	94.0	5.4	0.0	0.3
3	A	0.9	32.4	10.8	40.2	15.6
4	D	0.6	6.6	31.5	21.6	39.6
5	A	0.0	84.4	4.2	8.7	2.7
6	B	0.9	12.6	57.1	2.7	26.7
7	C	0.6	6.3	2.7	89.5	0.9
8	A	0.6	65.2	5.4	21.6	7.2
9	C	0.9	0.9	2.4	48.6	47.1
10	C	0.9	8.7	21.9	57.7	10.8
11	C	0.9	2.1	4.5	90.1	2.4
12	D	2.4	10.2	14.7	10.8	61.9
13	A	0.3	90.7	3.0	0.6	5.4
14	C	1.2	19.2	3.0	65.8	10.8
15	D	0.9	1.8	5.7	28.2	63.4
16	A	0.6	66.4	4.2	5.1	23.7
17	A	0.3	91.3	4.8	0.6	3.0
18	D	1.2	27.6	10.8	20.4	39.9
19	D	0.3	17.7	11.1	5.1	65.8
20	B	0.0	5.4	91.9	0.6	2.1
21	B	0.0	51.7	37.2	3.3	7.8
22	B	0.0	1.2	64.0	15.9	18.9
23	C	0.0	9.9	5.7	83.2	1.2
24	C	0.3	11.1	6.0	73.0	9.6
25	A	0.9	73.3	0.3	2.1	23.4
26	A	0.6	78.7	12.3	3.3	5.1
27	C	0.6	2.7	9.0	83.2	4.5
28	D	1.2	5.1	6.0	7.5	80.2
29	D	0.3	8.7	0.3	5.1	85.6
30	D	0.6	23.1	3.0	12.0	61.3
31	A	0.0	89.2	1.2	2.1	7.5
32	D	0.0	18.0	10.8	2.7	68.5
33	D	0.3	13.8	3.9	6.3	75.7
34	C	0.3	6.0	11.7	77.5	4.5
35	C	2.4	16.5	11.4	48.3	21.3
36	B	0.9	3.0	90.4	2.4	3.3
37	D	1.2	25.8	21.6	14.7	36.6
38	C	1.5	6.6	12.3	68.2	11.4
39	B	3.6	1.8	79.9	5.7	9.0
40	A	2.7	68.2	1.8	9.9	17.4
41	A	1.8	78.4	3.3	14.4	2.1
42	B	3.9	14.7	53.8	15.6	12.0
43	C	2.1	15.6	3.3	76.6	2.4
44	A	1.5	91.0	4.5	1.5	1.5
45	D	3.3	4.2	37.5	9.6	45.3
46	D	2.4	8.7	5.4	4.2	79.3
47	B	2.1	3.0	89.5	4.8	0.6
48	B	2.4	5.4	77.2	6.0	9.0
49	B	2.7	2.7	88.9	3.6	2.1
50	A	3.0	75.7	1.5	7.2	12.6

Response Percentages

<u>Item</u>	<u>Key</u>	<u>Omit</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
51	C	3.0	3.6	7.5	70.0	15.9
52	B	4.5	6.9	75.4	6.6	6.6
53	C	4.8	11.1	25.2	43.5	15.3
54	C	7.8	21.0	10.2	56.5	4.5
55	C	7.2	3.9	10.5	71.8	6.6
56	A	8.1	58.0	7.5	21.0	5.4
57	C	8.7	4.2	5.4	44.7	36.9
58	B	11.1	3.6	71.5	10.5	3.3
59	A	9.6	79.3	2.7	2.7	5.7
60	B	9.3	14.4	69.7	6.0	0.6

APPENDIX 5.9

.

Second Markings and Original Marks for each Writing Criterion

TABLE 5YYY1

SECOND MARKING AND ORIGINAL MARKS FOR EACH WRITING CRITERION

T011		M2		M3		M1		M1 original					
0	3001	2212212	2223313	2223313	2122233	2222333	2222333	12	16	15	17		
0	3006	1211121	1221021	1111121	1111121	1111121	1111121	9	9	8	7		
0	3009	1111123	1133032	2111122	2111122	1112122	1112122	10	13	10	10		
0	3011	2333233	2233122	2122322	2122322	2223323	2223323	18	18	20	17		
0	3013	2323323	2233323	2333323	2333323	2233323	2233323	15	14	18	12		
0	3017	2222223	1233113	2233323	2233323	2233323	2233323	10	12	11	12		
0	3018	2111023	2222013	3212111	3212111	2112222	2112222	20	19	20	20		
0	3019	3333233	3333223	3323333	3323333	3333233	3333233	14	11	16	14		
0	3022	2113223	1133300	2223322	2223322	2223322	2223322	16	15	16	16		
0	3024	2223133	2233113	3223222	3223222	3223222	3223222	16	11	11	5		
0	3031	3222223	1123103	1112222	1112222	3223222	3223222	13	13	15	16		
0	3037	2123023	1233013	2223222	2223222	2223222	2223222	13	18	15	13		
0	3101	2113222	2233233	2223232	2223232	3112123	3112123	13	15	17	13		
0	3103	2112223	2223123	2223332	2223332	3333233	3333233	19	17	20	20		
0	3104	3332233	2232233	3323333	3323333	3123122	3123122	16	17	18	14		
0	3106	2213123	2233133	3223233	3223233	3233232	3233232	17	17	19	18		
0	3109	2331233	3332123	3223333	3223333	3223223	3223223	16	14	18	17		
0	3111	3322222	3323111	3323232	3323232	3122122	3122122	15	16	16	13		
0	3117	2223132	2233033	2223232	2223232	3323233	3323233	15	19	19	19		
0	3121	2223123	3333133	3323233	3323233	3333222	3333222	18	17	16	19		
0	3124	2323323	3233312	2123332	2123332	3333333	3333333	18	17	19	21		
0	4006	2323323	2233223	3323322	3323322	3123212	3123212	14	12	16	14		
0	4008	2223212	2233002	2223322	2223322	3333233	3333233	20	19	20	20		
0	4013	2333333	2333323	3333323	3333323	3323322	3323322	16	15	18	18		
0	4014	2123233	2223123	2223332	2223332	3222221	3222221	10	11	16	15		
0	4016	2112220	2221301	3222221	3222221	3223333	3223333	20	18	19	20		
0	4018	2333333	2233233	3223333	3223333	1111122	1111122	9	10	9	10		
0	4021	2113011	1233001	1111122	1111122								

n = 28

TABLE 5YYY2
SECOND MARKING AND ORIGINAL MARKS FOR EACH WRITING CRITERION

TA31						
		M2	M3	M1	original M2	
0	19005	2333333	2333313	3323333	2333332	20 18 20 19
0	19007	2232323	3333223	3333333	3332333	17 19 21 20
0	19009	2333323	3333313	3333333	3333323	19 19 21 20
0	19011	2333333	3333223	3333333	2333333	20 19 21 20
0	19013	1223233	2333233	2233333	1233233	16 19 19 17
0	19014	1221131	3333022	2222232	222122	11 16 15 13
0	19016	2221122	2321022	2222212	211202	12 12 13 9
0	19019	1122232	1222033	3223332	1112232	13 13 18 12
0	19023	1123123	1222023	2223333	2113022	13 12 18 11
0	19026	0113123	0123002	0022322	1113113	11 8 11 11
0	19028	1222223	1131233	2212223	1122233	14 14 14 14
0	19030	2233333	2333233	3333333	2333333	19 19 21 20
0	19031	3333222	2223122	3323322	2222331	18 14 18 15
0	19036	2222322	1233033	2233232	1233232	15 15 17 16
0	19042	1223222	1232031	3223232	2222132	14 12 17 14
0	19044	1212223	1232233	3222323	2333333	13 16 17 20
0	19045	1333333	1333333	3233333	2333333	19 19 20 20
0	19048	1233223	1333133	3323223	1323123	16 17 18 15
0	19050	1223233	1222233	3223333	1222223	16 15 19 14
0	19052	2333333	1132013	3333333	2333333	20 11 21 20
0	19054	3232323	2233023	3323333	2223123	18 15 20 15
0	19055	2233233	2331123	3322232	1222133	18 15 17 14
0	19058	2112022	1221023	3212122	1221022	10 11 13 10
0	19059	2333333	2233133	3323333	2223233	20 17 20 17
0	19060	2232223	1323023	3322233	1122023	16 14 18 11
0	19066	2333233	2323333	3333333	2333333	19 19 21 20
0	19072	2232333	3332113	3322232	2222233	18 16 17 16
0	19074	2122122	1233113	2222232	1122021	12 14 15 9

n = 28

TABLE 5YYY3

SECOND MARKINGS AND ORIGINAL MARKS FOR EACH WRITING CRITERION

TA32	M2	M3	M1	M2(orig)	
0	19001	233	132	132	223
0	19002	233	233	232	333
0	19004	323	313	333	333
0	19006	223	203	133	113
0	19007	333	333	232	333
0	19009	332	133	232	333
0	19010	123	123	122	122
0	19012	223	123	232	223
0	19013	333	023	122	223
0	19015	223	123	222	223
0	19016	333	133	222	203
0	19018	113	233	222	113
0	19021	333	223	233	333
0	19022	013	113	222	123
0	19026	213	103	112	103
0	19028	123	123	132	023
0	19030	333	333	333	333
0	19031	213	123	132	223
0	19033	223	203	223	223
0	19035	132	032	132	132
0	19037	132	033	232	133
0	19039	133	223	232	133
0	19045	333	323	332	333
0	19052	333	233	132	333
0	19059	223	223	232	223
0	19065	233	313	223	123
0	19070	333	333	333	333
0	19074	133	133	132	033

n = 28

TABLE 5YYY4

SECOND MARKINGS AND ORIGINAL MARKS FOR EACH WRITING CRITERION

TB31	M2	M3	M1	M3(orig)					
0	3104	1122133	1222122	2222232	1212322	13	12	15	13
0	3106	1213133	1113022	1122222	1223123	14	10	12	14
0	3108	2223133	2333222	3332333	2333122	16	17	20	16
0	3114	2222123	2333123	2222222	3333123	14	17	14	18
0	3116	2333213	3333201	3333211	3233201	17	15	16	14
0	3117	1212322	2213122	2223331	2223112	13	13	16	13
0	3121	2333223	2323133	2323233	2223133	18	17	18	16
0	3122	1112122	0013022	1112121	0102032	10	8	9	8
0	19102	3333323	3333213	3333333	3333213	20	18	21	18
0	19107	2333132	3323112	3223232	3323112	17	15	17	15
0	19109	3333333	3333333	3333333	3333333	21	21	21	21
0	19115	2333233	1333333	3323323	1333323	19	19	19	18
0	19116	3333333	3323123	3223332	3323123	21	17	18	17
0	19117	2233223	1223013	2223333	1122013	17	12	18	10
0	19120	2233333	2223233	2222332	2332112	19	17	16	14
0	19126	1112213	0113233	1223332	0223332	11	13	15	15
0	19129	3223133	2233133	3323333	2223033	17	17	20	15
0	19133	2233323	2333233	3333332	2323133	18	19	20	17
0	19135	1123223	1323233	1223333	1223123	14	17	17	14
0	19136	1113332	0223222	0112231	0133222	14	13	13	13
0	19143	2333223	3233123	3323222	3223223	18	17	17	15
0	19146	2232232	0123002	2223222	1222002	16	8	15	9
0	19156	2223333	1113323	2323332	2123222	18	14	18	14
0	19171	2233233	1223332	2232322	1123222	18	16	16	13
0	19172	2113233	1223233	3222333	2213133	15	16	18	15
0	19179	2233133	3323032	2212232	3333132	17	16	16	18

TABLE 5YYY5

SECOND MARKINGS AND ORIGINAL MARKS FOR EACH WRITING CRITERION

TB32	M3 (orig)								
	M2	M3	M1	M3 (orig)					
0	3101	122	322	122	232	5	7	5	7
0	3103	233	312	232	322	8	6	7	7
0	3104	131	021	231	031	5	3	6	4
0	3107	232	122	132	232	7	5	6	7
0	3109	232	232	232	232	7	7	7	7
0	3114	133	033	133	033	7	6	7	6
0	3115	131	133	122	033	5	7	5	6
0	3116	133	132	132	132	7	6	6	6
0	3117	123	013	123	123	6	4	6	6
0	19101	131	011	122	011	5	2	5	2
0	19102	232	232	123	232	7	7	6	7
0	19107	233	033	222	113	8	6	6	5
0	19109	333	223	233	233	9	7	8	8
0	19115	232	123	232	123	7	6	7	6
0	19116	323	222	233	213	8	6	8	6
0	19117	133	023	132	123	7	5	6	6
0	19120	233	133	022	133	8	7	4	7
0	19125	232	233	222	222	7	8	6	6
0	19126	131	120	121	021	5	3	4	3
0	19129	133	033	131	033	7	6	5	6
0	19133	233	133	123	233	8	7	6	8
0	19136	233	112	022	212	8	4	4	5
0	19143	132	123	232	123	6	6	7	6
0	19146	132	002	112	112	6	2	4	4
0	19152	332	332	212	332	8	8	5	8
0	19156	133	133	123	223	7	7	6	7
0	19171	232	112	112	112	7	4	4	4
0	19172	132	132	131	032	6	6	5	5
0	19177	333	332	322	332	9	8	7	8

n = 29

APPENDIX 5.10

Means and Standard Deviations of N.N.S. Test Population
Sub-Groups According to Level and Subject Area

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MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.N.S. (Non-native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE	T011 (21)	n = 50 15.0 3.0 13.3 5.0 8.9 3.7 8.0 4.5 14.1 4.7 46.8 8.2	n = 8 15.5 3.1 15.8 4.1 11.6 4.6 9.4 3.1 13.6 6.1 48.1 11.0	n = 90 12.5 5.2 11.0 5.2 5.9 3.2 5.2 3.0 10.0 5.2 35.4 8.2
	T012 (23)			
	T021 (15)			
	T031 (18)			
	T032 (21)			
	T041 (60)			
ENGINEERING	T011 (21)	n = 10* 11.9 4.8 8.4 6.1 1.7 2.9 1.9 2.1 10.8 5.2 31.7 4.6	n = 6 18.2 3.0 17.8 4.8 8.0 4.8 8.7 4.9 15.7 4.6 46.1 10.7	n = 13 12.3 5.4 12.4 5.1 4.0 3.0 4.2 2.9 8.5 3.0 36.2 4.1
	T012 (23)			
	T021 (15)			
	T031 (18)			
	T032 (21)			
	T041 (60)			
A.S.A.B.S.	T011 (21)	n = 21 12.7 5.2 10.5 4.8 8.2 4.1 5.8 2.7 11.7 5.8 45.0 11.3	n = 29 18.3 4.2 19.0 2.8 10.1 3.1 11.0 2.9 18.2 4.2 52.3 4.8	n = 69 14.4 5.3 12.2 6.7 6.3 4.2 5.4 4.2 12.6 6.6 41.6 10.8
	T012 (23)			
	T021 (15)			
	T031 (18)			
	T032 (21)			
	T041 (60)			

* One Centre only

MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.S. (Native Speakers)

	Test Task	Maximum Possible Mark	Advanced Level		Undergraduates		Post-graduates		
			\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	
SCIENCE	TO11	(21)	n = 35	17.7	2.2	n = 35	18.9	2.2	n = 0
	TO12	(23)		17.5	3.5		19.3	3.3	
	TO21	(15)		13.1	1.5		13.6	0.8	
	TO31	(18)		14.0	2.9		15.1	2.0	
	TO32	(21)		17.1	1.9		18.8	2.0	
	TO41	(60)		55.3	4.1		58.2	1.5	
ENGINEERING	TO11	(21)	n = 1	19.0	0.0	n = 29	19.1	1.7	n = 0
	TO12	(23)		21.0	0.0		20.5	3.7	
	TO21	(15)		14.0	0.0		13.6	1.0	
	TO31	(18)		12.0	0.0		15.4	2.3	
	TO32	(21)		17.0	0.0		18.6	2.9	
	TO41	(60)		52.0	0.0		58.3	1.9	
A.S.A.B.S.	TO11	(21)	n = 13	17.9	1.6	n = 2	18.5	0.5	n = 0
	TO12	(23)		15.0	3.4		20.5	1.5	
	TO21	(15)		12.2	1.5		14.0	1.0	
	TO31	(18)		12.5	3.2		15.0	0.0	
	TO32	(21)		15.2	5.3		20.5	0.5	
	TO41	(60)		55.6	2.6		58.5	0.5	

MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.N.S. (Non-native Speakers)

Test Task	Maximum Possible Mark	Advanced Level		Undergraduates		Post-graduates	
		\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
SCIENCE							
TA11	(17)	n = 46 8.5 3.6 9.8 4.7 7.2 4.2 8.8 3.7 9.3 5.1 12.4 5.4 5.5 2.2	n = 6 11.3 2.1 13.2 3.1 10.2 3.0 11.7 3.5 14.7 3.2 9.7 7.0 4.3 3.3	n = 66 8.8 3.0 8.8 5.6 7.1 5.2 10.2 3.0 11.8 3.5 12.3 4.6 5.6 1.7			
TA12A	(21)						
TA12B	(21)						
TA13	(18)						
TA21	(20)						
TA31	(21)						
TA32	(9)						
ENGINEERING							
TA11	(17)	n = 14* 7.8 2.8 5.8 3.8 3.4 3.1 8.8 2.5 6.5 3.9 7.4 5.3 5.2 1.3	n = 16 11.7 3.5 11.8 4.9 9.4 5.4 11.7 3.9 12.8 4.1 12.6 5.7 6.5 1.4	n = 23 7.6 2.9 9.8 4.6 6.8 3.9 9.9 2.7 11.6 4.3 11.3 5.8 5.3 2.6			
TA12A	(21)						
TA12B	(21)						
TA13	(18)						
TA21	(20)						
TA31	(21)						
TA32	(9)						
A.S.A.B.S.							
TA11	(17)	n = 73 9.7 3.0 10.9 5.2 8.6 4.5 9.6 3.5 11.7 4.6 13.2 6.2 6.2 2.0	n = 31 10.2 3.2 14.8 4.3 12.3 4.7 11.9 2.8 13.2 4.4 16.0 3.8 7.1 1.2	n = 90 8.9 3.6 10.9 5.5 10.9 5.3 11.0 3.8 11.7 4.4 13.4 5.1 6.1 2.1			
TA12A	(21)						
TA12B	(21)						
TA13	(18)						
TA21	(20)						
TA31	(21)						
TA32	(9)						

* One Centre only

MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.S. (Native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE				
TA11	(17)	n = 19 11.3 2.6 17.2 2.3 14.1 3.1 13.0 2.6 16.4 3.0 17.0 2.6 7.5 1.0	n = 0	n = 0
TA12A	(21)			
TA12B	(21)			
TA13	(18)			
TA21	(20)			
TA31	(21)			
TA32	(9)			
ENGINEERING				
TA11	(17)	n = 1 7.0 - 18.0 - 10.0 - 10.0 - 10.0 - 13.0 - 8.0 -	n = 35 14.6 1.7 19.4 1.9 18.4 2.4 14.6 2.0 17.6 1.9 18.9 1.5 8.4 0.7	
TA12A	(21)			
TA12B	(21)			
TA13	(18)			
TA21	(20)			
TA31	(21)			
TA32	(9)			
A.S.A.B.S.				
TA11	(17)	n = 8 13.1 3.1 18.4 2.1 15.1 2.1 13.0 1.9 16.9 2.7 17.9 2.4 7.0 0.7	n = 0	
TA12A	(21)			
TA12B	(21)			
TA13	(18)			
TA21	(20)			
TA31	(21)			
TA32	(9)			

MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.N.S. (Non-native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE				
TB11	(17)	n = 58 11.5 3.6 13.2 4.7 11.0 5.0 9.1 4.3 4.9 3.7 14.3 4.1 4.9 1.9	n = 9 12.0 2.2 13.4 4.7 11.0 4.4 10.2 3.6 7.7 3.0 13.5 2.8 5.1 1.7	n = 98 11.4 3.4 12.4 4.9 10.4 5.0 8.0 3.6 3.9 2.9 12.6 4.7 4.3 2.3
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
ENGINEERING				
TB11	(17)	n = 4 14.5 2.7 9.6 4.4 7.6 4.7 6.4 2.2 2.8 3.7 10.2 5.8 3.5 1.8	n = 4 15.5 1.1 16.5 2.7 13.0 2.5 10.3 2.6 7.3 1.8 14.8 2.5 4.8 1.1	n = 25 13.0 2.9 12.6 4.4 11.0 4.4 7.5 3.9 3.6 2.9 11.6 5.9 4.7 1.7
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
A.S.A.B.S.				
TB11	(17)	n = 52 11.8 2.9 12.5 5.0 9.4 4.9 9.1 4.5 4.3 2.9 11.0 6.6 4.3 2.3	n = 6 12.3 3.9 10.7 6.0 8.5 6.3 8.7 5.5 4.2 2.3 11.2 2.8 4.3 0.9	n = 40 12.0 3.4 11.9 4.8 9.9 4.9 8.9 4.0 3.9 3.3 14.3 4.2 4.6 2.0
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			

MEANS AND STANDARD DEVIATIONS OF THE VARIOUS SUB-GROUPS

N.S. (Native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE				
TB11	(17)	n = 52 13.5 1.9 18.4 3.2 17.4 2.5 13.8 3.2 9.9 2.3 16.5 2.7 5.7 1.8	n = 51 14.8 1.8 17.3 5.5 17.9 2.7 15.5 2.7 10.9 2.2 16.9 3.3 6.5 1.8	n = 0
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
ENGINEERING				
TB11	(17)	n = 2 11.5 1.5 17.5 3.5 14.0 6.0 12.0 2.0 7.0 - 13.5 1.5 5.0 2.0	n = 0	n = 0
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
A.S.A.B.S.				
TB11	(17)	n = 8 11.9 2.0 17.6 4.3 15.8 4.1 13.9 3.2 10.0 2.6 15.8 2.2 4.9 2.4	n = 1 12.0 - 19.0 - 20.0 - 12.0 - 7.0 - 14.0 - 6.0 -	n = 1 10.0 - 20.0 - 19.0 - 15.0 - 11.0 - 20.0 - 6.0 -
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.N.S. (Non-native Speakers)

Test Task	Maximum Possible Mark	Advanced Level		Undergraduates		Post-graduates	
		\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
SCIENCE & ENGINEERING							
T011	(21)	n = 60		n = 14		n = 103	
T012	(23)	14.4	3.6	16.6	3.3	12.5	5.2
T021	(15)	12.3	5.6	16.6	4.5	11.1	5.2
T031	(18)	7.5	4.5	10.1	5.0	5.7	3.3
T032	(21)	6.9	4.8	9.1	4.0	5.0	3.0
T041	(60)	13.4	5.0	14.5	5.6	9.9	5.0
		44.1	9.7	46.9	10.9	35.5	7.9
A.S.A.B.S.							
T011	(21)	n = 21		n = 29		n = 69	
T012	(23)	12.7	5.2	18.3	4.2	14.4	5.3
T021	(15)	10.5	4.8	18.9	2.8	12.2	6.7
T031	(18)	8.2	4.1	10.1	3.1	6.3	4.2
T032	(21)	5.8	2.7	10.8	2.9	5.4	4.2
T041	(60)	11.6	5.8	18.2	4.2	12.6	6.6
		45.0	11.3	52.3	4.8	41.5	10.8

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.S. (Native Speakers)

SCIENCE & ENGINEERING	Test Task	Maximum Possible Mark	Advanced Level		Undergraduates		Post-graduates	
			\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
	T011	(21)	n = 36		n = 64		n = 0	
	T012	(23)	17.7	2.1	19.0	2.0		
	T021	(15)	17.6	3.5	19.8	3.5		
	T031	(18)	13.2	1.5	13.6	0.9		
	T032	(21)	13.9	2.9	15.2	2.2		
	T041	(60)	17.1	1.9	18.7	2.5		
			55.2	4.1	58.2	1.7		
A.S.A.B.S.	T011	(21)	n = 13		n = 2			
	T012	(23)	17.9	1.6	18.5	0.5		
	T021	(15)	15.0	3.4	20.5	1.5		
	T031	(18)	12.2	1.5	14.0	1.0		
	T032	(21)	12.5	3.2	15.0	0.0		
	T041	(60)	15.2	5.3	20.5	0.5		
			55.6	2.6	58.5	0.5		

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.N.S. (Non-native Speakers)

Maximum Possible Mark		Advanced Level		Undergraduates		Post-graduates	
Test Task		\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
		n = 60		n = 22		n = 89	
TA11	(17)	8.3	3.5	11.6	3.2	8.5	3.0
TA12A	(21)	8.8	4.8	12.2	4.6	9.0	5.4
TA12B	(21)	6.2	4.3	9.6	4.9	7.0	4.9
TA13	(18)	8.8	3.4	11.7	3.8	10.2	2.9
TA21	(20)	8.7	5.0	13.2	4.0	11.8	3.7
TA31	(21)	11.2	5.8	11.9	6.1	12.0	4.9
TA32	(9)	5.4	2.0	6.0	2.2	5.5	2.0
		n = 73		n = 31		n = 90	
TA11	(17)	9.7	3.0	10.2	3.2	8.9	3.6
TA12A	(21)	10.9	5.2	14.8	4.3	10.9	5.5
TA12B	(21)	8.6	4.5	12.3	4.7	8.7	5.3
TA13	(18)	9.6	3.5	11.9	2.8	11.0	3.8
TA21	(20)	11.7	4.6	13.2	4.4	11.7	4.4
TA31	(21)	13.2	6.2	16.0	3.8	13.4	5.1
TA32	(9)	6.2	2.0	7.1	1.2	6.1	2.1

SCIENCE & ENGINEERING

A.S.A.B.S.

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.S. (Native Speakers)

SCIENCE &
ENGINEERING

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
TA11	(17)	n = 20 11.1 2.7 17.2 2.3 13.9 3.2 12.9 2.7 16.1 3.2 16.8 2.7 7.5 1.0	n = 35 14.6 1.7 19.4 1.9 18.4 2.4 14.6 2.1 17.6 1.9 18.9 1.5 8.4 0.7	n = 0
TA12A	(21)			
TA12B	(21)			
TA13	(18)			
TA21	(20)			
TA31	(21)			
TA32	(9)			
TA11	(17)	n = 8 13.1 3.1 18.4 2.1 15.1 2.1 13.0 1.9 16.9 2.7 17.9 2.4 7.0 0.7	n = 0	
TA12A	(21)			
TA12B	(21)			
TA13	(18)			
TA21	(20)			
TA31	(21)			
TA32	(9)			

A.S.A.B.S.

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.N.S. (Non-native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE & ENGINEERING				
TB11	(17)	n = 62 11.7 3.6 13.0 4.8 10.7 5.0 8.9 4.3 4.7 3.8 13.9 4.4 4.8 1.9	n = 13 13.0 2.5 14.4 4.4 11.6 4.0 10.2 3.4 7.6 2.7 13.9 2.7 5.0 1.6	n = 123 11.7 3.3 12.4 4.8 10.5 4.9 7.9 3.7 3.9 2.9 12.4 5.0 4.4 2.2
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
A.S.A.B.S.				
TB11	(17)	n = 52 11.8 2.9 12.5 5.0 9.4 4.9 9.1 4.5 4.3 2.9 11.0 6.6 4.3 2.3	n = 6 12.3 3.9 10.7 6.0 8.5 6.3 8.7 5.5 4.2 2.3 11.2 2.8 4.3 0.9	n = 40 12.0 3.4 11.9 4.8 9.9 4.9 8.9 4.0 3.9 3.3 14.3 4.2 4.6 2.0
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			

MEANS AND STANDARD DEVIATIONS OF SCIENCE AND ENGINEERING STUDENTS AS ONE COMPOSITE GROUP
AND THE A.S.A.B.S. STUDENTS AS ANOTHER

N.S. (Native Speakers)

Test Task	Maximum Possible Mark	Advanced Level \bar{x} s.d.	Undergraduates \bar{x} s.d.	Post-graduates \bar{x} s.d.
SCIENCE & ENGINEERING				
TB11	(17)	n = 54 13.4 1.9 18.3 3.2 17.3 2.8 13.8 3.2 9.8 2.3 16.4 2.7 5.7 1.9	n = 51 14.8 1.8 17.3 5.5 17.9 2.7 15.6 2.7 10.9 2.2 16.9 3.3 6.5 1.8	n = 0
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			
A.S.A.B.S.				
TB11	(17)	n = 8 11.9 2.0 17.6 4.3 15.8 4.1 13.9 3.2 10.1 2.6 15.8 2.2 4.9 2.4	n = 1 12.0 0.0 19.0 - 20.0 - 12.0 - 7.0 - 14.0 - 6.0 -	n = 1 10.0 0.0 20.0 - 19.0 - 15.0 - 11.0 - 20.0 - 6.0 -
TB12A	(21)			
TB12B	(21)			
TB13	(19)			
TB21	(13)			
TB31	(21)			
TB32	(9)			

APPENDIX 5.11

Inter-task Correlations

5.11.1 All N.N.S. and Various Task Amalgamations

5.11.2 Various N.N.S. taking Combinations of Session

Appendix 5.11.1

All N.N.S. and Various Task Amalgamations

I N T E R T A S K C O R R E L A T I O N S

20 tasks		4 amalgamations	8 amalgamations	10 amalgamations
T012	1	1	1	1
TA11	2	2	2	2
TA12A }	3	3	3	
TA12B }	4			
TA13	5	4		
TB11	6	5	4	3
TB12A }	7	6	5	
TB12B }	8			
TB13	9	7		
T011 }	10	8	6	4
T032 }	11			
TA31	12	9	7	5
TA32	13	10		
TB31	14	11	8	6
TB32	15	12		
T021 }	16	13	9	7
T031 }	17			
TA21	18	14	10	8
TB21	19	15	11	9
T041	20	16	12	10

CONTINGENT NUMBERS OF COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON ALL TASKS IN ALL THREE SESSIONS

	1	2	3	4	5	6	7	8	9	10
1	330.0000	139.0000	139.0000	138.0000	139.0000	137.0000	109.0000	108.0000	108.0000	330.000
2	139.0000	438.0000	438.0000	436.0000	427.0000	431.0000	102.0000	103.0000	102.0000	339.000
3	139.0000	438.0000	441.0000	439.0000	430.0000	432.0000	103.0000	104.0000	103.0000	339.000
4	138.0000	436.0000	439.0000	428.0000	428.0000	428.0000	103.0000	124.0000	103.0000	338.000
5	139.0000	427.0000	430.0000	428.0000	435.0000	432.0000	103.0000	104.0000	103.0000	339.000
6	107.0000	101.0000	102.0000	102.0000	102.0000	321.0000	318.0000	318.0000	318.0000	107.000
7	109.0000	102.0000	103.0000	103.0000	123.0000	318.0000	325.0000	324.0000	324.0000	109.000
8	108.0000	103.0000	104.0000	104.0000	104.0000	318.0000	324.0000	326.0000	324.0000	108.000
9	103.0000	102.0000	103.0000	103.0000	133.0000	318.0000	324.0000	324.0000	325.0000	108.000
10	330.0000	139.0000	139.0000	138.0000	139.0000	107.0000	109.0000	108.0000	108.0000	330.000
11	330.0000	139.0000	139.0000	138.0000	139.0000	107.0000	109.0000	108.0000	108.0000	330.000
12	135.0000	435.0000	435.0000	436.0000	432.0000	132.0000	103.0000	104.0000	103.0000	336.000
13	139.0000	438.0000	441.0000	439.0000	435.0000	132.0000	103.0000	104.0000	103.0000	339.000
14	109.0000	100.0000	101.0000	101.0000	131.0000	317.0000	323.0000	323.0000	323.0000	109.000
15	109.0000	98.0000	99.0000	99.0000	99.0000	316.0000	321.0000	321.0000	321.0000	109.000
16	329.0000	138.0000	139.0000	137.0000	138.0000	137.0000	109.0000	108.0000	108.0000	328.000
17	328.0000	138.0000	138.0000	137.0000	138.0000	106.0000	108.0000	127.0000	107.0000	328.000
18	139.0000	438.0000	441.0000	439.0000	435.0000	132.0000	103.0000	124.0000	103.0000	339.000
19	109.0000	101.0000	102.0000	102.0000	102.0000	318.0000	324.0000	324.0000	324.0000	109.000
20	327.0000	143.0000	143.0000	142.0000	143.0000	136.0000	108.0000	107.0000	107.0000	327.000

	11	12	13	14	15	16	17	18	19	20
1	330.0000	136.0000	139.0000	109.0000	139.0000	328.0000	328.0000	139.0000	109.0000	327.000
2	139.0000	435.0000	435.0000	100.0000	98.0000	138.0000	138.0000	438.0000	101.0000	143.000
3	139.0000	438.0000	441.0000	101.0000	99.0000	138.0000	138.0000	441.0000	102.0000	143.000
4	138.0000	436.0000	439.0000	101.0000	99.0000	137.0000	137.0000	439.0000	102.0000	142.000
5	139.0000	432.0000	435.0000	101.0000	99.0000	138.0000	138.0000	435.0000	102.0000	143.000
6	107.0000	102.0000	102.0000	317.0000	316.0000	137.0000	106.0000	102.0000	318.0000	106.000
7	109.0000	103.0000	103.0000	323.0000	321.0000	139.0000	108.0000	103.0000	324.0000	108.000
8	108.0000	104.0000	104.0000	323.0000	321.0000	138.0000	107.0000	104.0000	324.0000	107.000
9	108.0000	103.0000	103.0000	323.0000	321.0000	138.0000	107.0000	103.0000	324.0000	107.000
10	330.0000	136.0000	139.0000	109.0000	139.0000	328.0000	328.0000	139.0000	109.0000	327.000
11	136.0000	443.0000	443.0000	101.0000	99.0000	135.0000	135.0000	443.0000	102.0000	140.000
12	139.0000	443.0000	443.0000	101.0000	99.0000	138.0000	138.0000	446.0000	102.0000	143.000
13	139.0000	443.0000	443.0000	101.0000	99.0000	138.0000	138.0000	446.0000	102.0000	143.000
14	109.0000	101.0000	101.0000	324.0000	321.0000	139.0000	108.0000	101.0000	323.0000	108.000
15	109.0000	99.0000	99.0000	322.0000	322.0000	139.0000	108.0000	99.0000	322.0000	108.000
16	328.0000	135.0000	138.0000	109.0000	109.0000	328.0000	326.0000	138.0000	109.0000	325.000
17	328.0000	135.0000	138.0000	109.0000	109.0000	328.0000	326.0000	138.0000	109.0000	325.000
18	139.0000	443.0000	443.0000	101.0000	99.0000	138.0000	138.0000	446.0000	102.0000	143.000
19	109.0000	102.0000	102.0000	323.0000	322.0000	139.0000	108.0000	102.0000	325.0000	108.000
20	327.0000	140.0000	143.0000	108.0000	108.0000	325.0000	325.0000	143.0000	108.0000	333.000

TABLE 5AAAA

COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON TASKS IN ALL THREE SESSIONS (FOUR AMALGAMATIONS*)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	TO12	TA11	TA12	TA13	TB11	TB12	TB13	TO11/ TO32	TA31	TA32	TB31	TB32	TO21/ TO31	TA21	TB21	TO41
R	TO12	0.38	0.64	0.58	0.59	0.67	0.62	0.71	0.61	0.56	0.54	0.47	0.67	0.53	0.65	0.65
	TA11		0.47	0.49	0.47	0.56	0.62	0.35	0.40	0.38	0.36	0.37	0.36	0.38	0.40	0.33
	TA12			0.63	0.43	0.74	0.76	0.56	0.55	0.54	0.41	0.35	0.68	0.63	0.66	0.72
	TA13				0.36	0.52	0.48	0.50	0.46	0.48	0.37	0.38	0.50	0.59	0.36	0.58
	TB11					0.54	0.53	0.52	0.33	0.35	0.34	0.27	0.45	0.37	0.40	0.46
	TB12						0.66	0.58	0.48	0.55	0.46	0.46	0.68	0.63	0.53	0.65
	TB13							0.51	0.44	0.54	0.43	0.35	0.56	0.67	0.63	0.55
	TO11/ TO32								0.51	0.49	0.48	0.43	0.60	0.39	0.50	0.65
W	TA31									0.56	0.43	0.28	0.47	0.44	0.36	0.51
	TA32										0.32	0.20	0.35	0.42	0.44	0.52
	TB31											0.37	0.48	0.32	0.34	0.50
	TB32												0.50	0.28	0.28	0.48
	TO21/ TO31													0.66	0.58	0.75
L	TA21														0.58	0.59
	TB21															0.44
G	TO41															

* TA12A + TA12B = TA12 = 3

TB12A + TB12B = TB12 = 6

TO11 + TO32 = 8

TO21 + TO31 = 13

CONTINGENT NUMBERS OF COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON TASKS IN ALL THREE SESSIONS
(FOUR AMALGAMATIONS)

	1	2	3	4	5	6	7	8	9	10
1	330.0000	139.0000	138.0000	139.0000	107.0000	138.0000	108.0000	330.0000	136.0000	139.0000
2	139.0000	438.0000	436.0000	427.0000	101.0000	102.0000	102.0000	139.0000	435.0000	438.0000
3	138.0000	436.0000	439.0000	428.0000	102.0000	103.0000	103.0000	138.0000	436.0000	439.0000
4	139.0000	427.0000	428.0000	435.0000	102.0000	103.0000	103.0000	139.0000	432.0000	435.0000
5	107.0000	101.0000	102.0000	102.0000	321.0000	317.0000	318.0000	107.0000	102.0000	102.0000
6	108.0000	102.0000	103.0000	103.0000	317.0000	324.0000	323.0000	108.0000	103.0000	103.0000
7	108.0000	102.0000	103.0000	103.0000	318.0000	323.0000	323.0000	108.0000	103.0000	103.0000
8	330.0000	139.0000	138.0000	139.0000	107.0000	138.0000	108.0000	330.0000	136.0000	139.0000
9	136.0000	435.0000	436.0000	432.0000	102.0000	103.0000	103.0000	136.0000	443.0000	443.0000
10	139.0000	438.0000	439.0000	435.0000	102.0000	103.0000	103.0000	139.0000	443.0000	446.0000
11	109.0000	100.0000	101.0000	101.0000	317.0000	322.0000	323.0000	109.0000	101.0000	101.0000
12	109.0000	98.0000	99.0000	99.0000	316.0000	320.0000	321.0000	109.0000	99.0000	99.0000
13	326.0000	137.0000	136.0000	137.0000	106.0000	107.0000	107.0000	326.0000	136.0000	137.0000
14	139.0000	438.0000	439.0000	435.0000	102.0000	103.0000	103.0000	139.0000	443.0000	446.0000
15	109.0000	101.0000	102.0000	102.0000	318.0000	323.0000	324.0000	109.0000	102.0000	102.0000
16	327.0000	143.0000	142.0000	143.0000	106.0000	107.0000	107.0000	327.0000	140.0000	143.0000
11	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000
12	109.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000
13	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
14	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
15	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
16	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
11	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000
12	109.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000
13	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
14	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
15	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
16	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
11	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000
12	109.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000
13	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
14	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
15	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
16	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
11	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000	109.0000
12	109.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000	98.0000
13	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
14	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
15	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000
16	101.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000	99.0000

TABLE 5BBBB

COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON TASKS IN ALL THREE SESSIONS (EIGHT AMALGAMATIONS*)

	TO12 1	TA11 2	TA12/3 3	TB11 4	TB12/3 5	TO 6	TA 7	TB 8	TO 9	TA21 10	TB21 11	TO41 12
R {	TO12 1	0.38	0.68	0.59	0.71	0.71	0.67	0.59	0.67	0.53	0.65	0.65
	TA11 2		0.52	0.47	0.61	0.35	0.44	0.39	0.36	0.38	0.40	0.33
	TA12/ 3			0.45	0.79	0.59	0.63	0.49	0.69	0.67	0.64	0.74
	TB11 4				0.58	0.52	0.38	0.36	0.45	0.37	0.40	0.46
	TB12/ 5					0.63	0.59	0.54	0.70	0.68	0.60	0.68
	TO 6						0.57	0.53	0.60	0.39	0.50	0.65
	TA 7							0.46	0.49	0.48	0.44	0.57
	TB 8								0.56	0.33	0.37	0.56
	TO 9									0.66	0.58	0.75
	TA21 10										0.58	0.59
	TB21 11											0.44
	TO41 12											

* TA12A + TA12B + TA13 = TA12/3 = 3
 TB12A + TB12B + TB13 = TB12/3 = 5
 TO11 + TO32 = TO = 6
 TA31 + TA32 = TA = 7
 TB31 + TB32 = TB = 8
 TO21 + TO31 = TO = 9

CONTINGENT NUMBERS OF COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON TASKS IN ALL THREE SESSIONS
(EIGHT AMALGAMATIONS)

	1	2	3	4	5	6	7	8	9	10
1	330.0000	139.0000	138.0000	107.0000	107.0000	330.0000	136.0000	109.0000	326.0000	139.0000
2	139.0000	438.0000	425.0000	101.0000	102.0000	139.0000	435.0000	97.0000	137.0000	438.0000
3	138.0000	425.0000	428.0000	102.0000	103.0000	138.0000	425.0000	98.0000	136.0000	428.0000
4	107.0000	101.0000	102.0000	321.0000	316.0000	107.0000	102.0000	315.0000	106.0000	102.0000
5	107.0000	102.0000	103.0000	316.0000	323.0000	107.0000	103.0000	318.0000	106.0000	103.0000
6	330.0000	139.0000	138.0000	107.0000	107.0000	330.0000	136.0000	109.0000	326.0000	139.0000
7	136.0000	435.0000	425.0000	102.0000	103.0000	136.0000	443.0000	98.0000	136.0000	443.0000
8	109.0000	97.0000	98.0000	315.0000	318.0000	109.0000	98.0000	321.0000	108.0000	98.0000
9	326.0000	137.0000	136.0000	106.0000	106.0000	326.0000	134.0000	108.0000	326.0000	137.0000
10	139.0000	438.0000	428.0000	102.0000	103.0000	139.0000	443.0000	98.0000	137.0000	446.0000
11	109.0000	101.0000	102.0000	318.0000	322.0000	109.0000	102.0000	321.0000	108.0000	102.0000
12	327.0000	143.0000	142.0000	106.0000	106.0000	327.0000	140.0000	106.0000	323.0000	143.0000

	11	12
1	109.0000	327.0000
2	101.0000	143.0000
3	102.0000	142.0000
4	318.0000	106.0000
5	322.0000	106.0000
6	109.0000	327.0000
7	102.0000	140.0000
8	321.0000	108.0000
9	108.0000	323.0000
10	102.0000	143.0000
11	325.0000	108.0000
12	108.0000	333.0000

TABLE 5CCCC

COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON TASKS IN ALL THREE SESSIONS (TEN AMALGAMATIONS*)

	TO12	TA	TB	TO	TA	TB	TO	TA21	TB21	TO41
	1	2	3	4	5	6	7	8	9	10
R { TO12 1		0.69	0.75	0.71	0.67	0.59	0.67	0.53	0.65	0.65
TA 2			0.80	0.61	0.65	0.49	0.69	0.66	0.62	0.73
TB 3				0.66	0.60	0.55	0.71	0.68	0.61	0.68
TO 4					0.57	0.53	0.60	0.39	0.50	0.65
W { TA 5						0.46	0.49	0.48	0.44	0.57
TB 6							0.56	0.33	0.37	0.56
TO 7								0.66	0.58	0.75
L { TA21 8									0.58	0.59
TB21 9										0.44
G TO41 10										

* TA11 + TA12A + TA12B + TA13 = TA = 2
 TB11 + TB12A + TB12B + TB13 = TB = 3
 TO11 + TO32 = TO = 4
 TA31 + TA32 = TA = 5
 TB31 + TB32 = TB = 6
 TO21 + TO31 = TO = 7

CONTINGENT NUMBERS OF COEFFICIENTS OF CORRELATION BETWEEN THE N.N.S. GROUP SCORES ON ALL TASKS IN ALL THREE SESSIONS
(TEN AMALGAMATIONS)

	1	2	3	4	5	6	7	8	9	10
1	330.0000	138.0000	105.0000	330.0000	136.0000	109.0000	326.0000	139.0000	109.0000	327.0000
2	138.0000	425.0000	99.0000	138.0000	422.0000	97.0000	136.0000	425.0000	101.0000	142.0000
3	105.0000	99.0000	316.0000	105.0000	100.0000	312.0000	104.0000	100.0000	315.0000	104.0000
4	330.0000	138.0000	105.0000	330.0000	136.0000	109.0000	326.0000	139.0000	109.0000	327.0000
5	136.0000	422.0000	100.0000	136.0000	423.0000	98.0000	136.0000	443.0000	102.0000	140.0000
6	109.0000	97.0000	312.0000	109.0000	98.0000	321.0000	108.0000	98.0000	321.0000	108.0000
7	326.0000	136.0000	104.0000	326.0000	134.0000	108.0000	326.0000	137.0000	108.0000	323.0000
8	139.0000	425.0000	100.0000	139.0000	443.0000	108.0000	137.0000	446.0000	102.0000	143.0000
9	109.0000	101.0000	315.0000	109.0000	132.0000	321.0000	108.0000	102.0000	325.0000	108.0000
10	327.0000	142.0000	104.0000	327.0000	140.0000	108.0000	323.0000	143.0000	108.0000	333.0000

Appendix 5.11.2

Various N.N.S. taking Combinations of Session

TABLE 5DDDD1 READING COMPREHENSION (TO/TA) COEFFICIENTS OF CORRELATION

A.		Sci./Eng. 'A' Level					ASABS 'A' Level					
		1	2	3	4	5		1	2	3	4	5
TO12	1	-	.37	.75	.79	.49	1	-	.46	.63	.67	.42
TA11	2		-	.39	.39	.14	2		-	.40	.42	.32
TA12A	3			-	.96	.45	3			-	.97	.70
TA12B	4				-	.49	4				-	.71
TA13	5					-	5					-
n = 25						n = 18						

B.		Sci./Eng. Post-grad.					ASABS Post-grad.					
		1	2	3	4	5		1	2	3	4	5
TO12	1	-	.09	.59	.68	.59	1	-	.35	.48	.24	.58
TA11	2		-	.02	.06	.27	2		-	.36	.42	.43
TA12A	3			-	.87	.46	3			-	.83	.75
TA12B	4				-	.48	4				-	.57
TA13	5					-	5					-
n = 49						n = 20						

C.		All Sci./Eng.					All ASABS					
		1	2	3	4	5		1	2	3	4	5
TO12	1	-	.33	.65	.74	.60	1	-	.35	.54	.47	.52
TA11	2		-	.25	.28	.38	2		-	.34	.37	.35
TA12A	3			-	.89	.48	3			-	.91	.68
TA12B	4				-	.52	4				-	.64
TA13	5					-	5					-
n = 80						n = 40						

D.		All NNS taking both TO/TA					E. All NNS taking both TO/TA	
		1	2	3	4	5		TO TA
TO12	1	-	.36	.61	.63	.57	All Reading Tasks	TO TA
TA11	2		-	.29	.31	.37		
TA12A	3			-	.90	.57		
TA12B	4				-			
TA13	5					-		
n = 132						n = 132		

TABLE 5DDDD2 READING COMPREHENSION (TO/TB) COEFFICIENTS OF CORRELATION

A. Sci./Eng. 'A' Level												
		1	6	7	8	9						
TO12	1	-	.48	.59	.56	.60						
TB11	6		-	.60	.58	.59						
TB12A	7			-	.83	.59						
TB12B	8				-	.61						
TB13	9					-						
n = 34												
B. Sci./Eng. Post-grad. ASABS Post-grad.												
		1	6	7	8	9		1	6	7	8	9
TO12	1	-	.56	.65	.66	.65	1	-	.68	.72	.60	.63
TB11	6		-	.33	.45	.58	6		-	.56	.45	.30
TB12A	7			-	.82	.44	7			-	.87	.71
TB12B	8				-	.47	8				-	.66
TB13	9					-	9					-
n = 42						n = 17						
C. All Sci./Eng. All ASABS												
		1	6	7	8	9		1	6	7	8	9
TO12	1	-	.55	.67	.69	.66	1	-	.69	.62	.53	.63
TB11	6		-	.49	.55	.61	6		-	.50	.43	.42
TB12A	7			-	.85	.58	7			-	.87	.64
TB12B	8				-	.62	8				-	.60
TB13	9					-	9					-
n = 76						n = 21						
D. All NNS taking both TO/TB E. All NNS taking both TO/TB												
		1	6	7	8	9				TO	TB	
TO12	1	-	.58	.65	.64	.63	All					
TB11	6		-	.46	.48	.54	Reading	TO	-	.75		
TB12A	7			-	.86	.58	Tasks	TB		-		
TB12B	8				-	.60						
TB13	9					-						
n = 103						n = 103						

TABLE 5DDDD3 READING COMPREHENSION (TA/TB) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level									ASABS 'A' Level								
	2	3	4	5	6	7	8	9	2	3	4	5	6	7	8	9		
TA11	2	-	.54	.59	.26	.36	.28	.45	.57	2	-	.49	.52	.56	.46	.56	.60	
TA12A	3		-	.90	.33	.12	.63	.67	.78	3		-	.87	.42	.46	.78	.66	
TA12B	4			-	.36	.03	.68	.70	.85	4			-	.50	.58	.68	.74	
TA13	5				-	-.04	.35	.38	.24	5				-	.33	.44	.34	
TB11	6					-	.07	.33	.28	6					-	.30	.39	
TB12A	7						-	.90	.65	7						-	.82	
TB12B	8							-	.68	8							-	
TB13	9								-	9							-	

n = 34

B.	Sci./Eng. Post-grad.									ASABS Post-grad.								
	2	3	4	5	6	7	8	9	2	3	4	5	6	7	8	9		
TA11	2	-	.48	.53	.28	.52	.34	.38	.31	2	-	.90	.81	.66	.62	.43	.51	.54
TA12A	3		-	.88	.29	.52	.64	.60	.68	3		-	.93	.80	.68	.68	.77	.81
TA12B	4			-	.37	.59	.52	.52	.54	4			-	.76	.66	.65	.76	.79
TA13	5				-	.67	.30	.47	.27	5				-	.78	.67	.71	.76
TB11	6					-	.68	.77	.40	6					-	.76	.83	.65
TB12A	7						-	.91	.55	7						-	.90	.81
TB12B	8							-	.56	8							-	.90
TB13	9								-	9								-

n = 12

C.	All Sci./Eng.									All ASABS								
	2	3	4	5	6	7	8	9		2	3	4	5	6	7	8	9	
TA11	2	-	.62	.68	.36	.36	.46	.54	.57	2	-	.64	.63	.55	.54	.54	.62	
TA12A	3			.90	.38	.30	.70	.70	.76	3			.89	.50	.54	.75	.74	
TA12B	4				.44	.24	.68	.70	.79	4				.55	.60	.67	.73	
TA13	5					.31	.38	.45	.32	5					.46	.48	.50	
TB11	6						.31	.46	.31	6						.44	.70	
TB12A	7							.92	.64	7							.85	
TB12B	8								.68	8							.76	
TB13	9									9								

n = 48

D. All NNS taking both TA/TB										E. All NNS taking both TA/TB			
	2	3	4	5	6	7	8	9			TA	TB	
TA11	2	-	.63	.66	.48	.41	.48	.53	.59	All Reading Tasks	TA TB	-	.79 -
TA12A	3		-	.90	.50	.39	.73	.68	.76				
TA12B	4			-	.54	.39	.67	.68	.77				
TA13	5				-	.35	.46	.47	.47				
TB11	6					-	.36	.47	.49				
TB12A	7						-	.89	.67				
TB12B	8							-	.70				
TB13	9								-				

B = 95

TABLE 5DDDD4 WRITING (TO/TA) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level					ASABS 'A' Level				
		10	11	12	13		10	11	12	13
TO11	10	-	.26	.29	.48	10	-	.33	-.01	.20
TO32	11		-	.18	.54	11		-	.28	.56
TA31	12			-	.15	12			-	.49
TA32	13				-	13				-
n = 25						n = 18				
B.	Sci./Eng. Post-grad.					ASABS Post-grad.				
		10	11	12	13		10	11	12	13
TO11	10	-	.51	.61	.32	10	-	.69	.75	.43
TO32	11		-	.47	.26	11		-	.73	.57
TA31	12			-	.42	12			-	.50
TA32	13				-	13				-
n = 49						n = 20				
C.	All Sci./Eng.					All ASABS				
		10	11	12	13		10	11	12	13
TO11	10	-	.49	.52	.40	10	-	.51	.37	.31
TO32	11		-	.37	.40	11		-	.48	.54
TA31	12			-	.37	12			-	.50
TA32	13				-	13				-
n = 80						n = 40				
D.	All NNS taking both TO/TA					E. All NNS taking both TO/TA				
		10	11	12	13		TO	TA		
TO11	10	-	.50	.48	.39	All				
TO32	11		-	.44	.47	Writing	TO	-	.58	
TA31	12			-	.46	Tasks	TA		-	
TA32	13				-					
n = 132						n = 132				

TABLE 5DDDD5 WRITING (TO/TB) COEFFICIENTS OF CORRELATION

A. Sci./Eng. 'A' Level

		10	11	14	15
TO11	10	-	.36	.46	.36
TO32	11		-	.73	.45
TB31	14			-	.63
TB32	15				-

n = 34

B. Sci./Eng. Post-grad.

		10	11	14	15
TO11	10	-	.65	.28	.34
TO32	11		-	.37	.27
TB31	14			-	.34
TB32	15				-

n = 42

ASABS Post-grad.

		10	11	14	15
TO11	10	-	.34	.51	.64
TO32	11		-	.35	.47
TB31	14			-	.55
TB32	15				-

n = 17

C. All Sci./Eng.

		10	11	14	15
TO11	10	-	.64	.38	.41
TO32	11		-	.57	.43
TB31	14			-	.53
TB32	15				-

n = 76

All ASABS

		10	11	14	15
TO11	10	-	.32	.46	.47
TO32	11		-	.41	.52
TB31	14			-	.58
TB32	15				-

n = 21

D. All NNS taking both TO/TB

		10	11	14	15
TO11	10	-	.57	.33	.40
TO32	11		-	.52	.44
TB31	14			-	.51
TB32	15				-

n = 103

E. All NNS taking both TO/TB

		TO	TB
All Writing Tasks	TO	-	.53
	TB		-

n = 103

TABLE SDDDD6 WRITING (TA/TB) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level					ASABS 'A' Level				
	12	13	14	15		12	13	14	15	
TA31	12	-	.44	.50	.63	12	-	.31	.19	.12
TA32	13		-	.53	.32	13		-	.15	.06
TB31	14			-	.40	14			-	.11
TB32	15				-	15				-
	n = 24					n = 34				

B.	Sci./Eng. Post-grad.					ASABS Post-grad.				
	12	13	14	15		12	13	14	15	
TA31	12	-	.12	.68	.34	12	-	.69	.81	.53
TA32	13		-	-.06	-.06	13		-	.52	.40
TB31	14			-	.22	14			-	.18
TB32	15				-	15				-
	n = 18					n = 12				

C.	All Sci./Eng.					All ASABS				
	12	13	14	15		12	13	14	15	
TA31	12	-	.34	.68	.53	12	-	.35	.24	.18
TA32	13		-	.34	.16	13		-	.12	.18
TB31	14			-	.37	14			-	.11
TB32	15				-	15				-
	n = 43					n = 48				

D.	All NNS taking both TA/TB					E.	All NNS taking both TA/TB		
	12	13	14	15			TA	TB	
TA31	12	-	.32	.38	.29	All Writing Tasks	TA	-	.46
TA32	13		-	.26	.23		TB	-	-
TB31	14			-	.22				
TB32	15				-				
	n = 95						n = 95		

TABLE 5DDDD7 LISTENING COMPREHENSION (TO/TA) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level				ASABS 'A' Level			
		16	17	18		16	17	18
TO21	16	-	.77	.78	16	-	.63	.74
TO31	17		-	.62	17		-	.73
TA21	18			-	18			-
	n = 25				n = 18			

B.	Sci./Eng. Post-grad.				ASABS Post-grad.			
		16	17	18		16	17	18
TO21	16	-	.56	.51	16	-	.54	.55
TO31	17		-	.42	17		-	.37
TA21	18			-	18			-
	n = 49				n = 20			

C.	All Sci./Eng.				All ASABS			
		16	17	18		16	17	18
TO21	16	-	.66	.63	16	-	.59	.59
TO31	17		-	.58	17		-	.59
TA21	18			-	18			-
	n = 80				n = 40			

D.	All NNS taking both TO/TA				E.	All NNS taking both TO/TA			
		16	17	18			TO	TA	
TO21	16	-	.63	.62	All	TO	-	.67	
TO31	17		-	.59	Listening	TA		-	
TA21	18			-	Tasks				
	n = 132					n = 132			

TABLE 5DDDD8 LISTENING COMPREHENSION (TO/TB) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level			
		16	17	19
T021	16	-	.53	.43
T031	17		-	.73
TB21	19			-
n = 34				

B.	Sci./Eng. Post-grad.				ASABS Post-grad.			
		16	17	19		16	17	19
T021	16	-	.51	.23	16	-	.70	.62
T031	17		-	.42	17		-	.83
TB21	19			-	19			-
		n = 42					n = 17	

C.	All Sci./Eng.				All ASABS			
		16	17	19		16	17	19
T021	16	-	.64	.38	16	-	.70	.53
T031	17		-	.61	17		-	.77
TB21	19			-	19			-
		n = 76				n = 21		

D.	All NNS taking both TO/TB				E.	All NNS taking both TO/TB			
		16	17	19			TO	TB	
TO21	16	-	.65	.43	All	TO	-	.60	
TO31	17		-	.65	Listening	TB		-	
TB21	19			-	Tasks				
		n = 103					n = 103		

TABLE 5DDDD9 LISTENING COMPREHENSION (TA/TB) COEFFICIENTS OF CORRELATION

A.	Sci./Eng. 'A' Level			ASABS 'A' Level			
		18	19		18	19	
TA21	18	-	.60	18	-	.65	
TB21	19		-	19		-	
		n = 24			n = 34		
B.	Sci./Eng. Post-grad.			ASABS Post-grad.			
		18	19		18	19	
TA21	18	-	.43	18	-	.48	
TB21	19		-	19		-	
		n = 18			n = 12		
C.	All Sci./Eng.			All ASABS			
		18	19		18	19	
TA21	18	-	.54	18	-	.61	
TB21	19		-	19		-	
		n = 43			n = 48		
D.	All NNS taking both TA/TB			E.	All NNS taking both TA/TB		
		18	19			TA	TB
TA21	18	-	.57	All			
TB21	19		-	Listening	TA	-	.57
		n = 95		Tasks	TB		-

APPENDIX 5.12

Factor Analysis:

Printouts of Factor Analyses and Varimax Rotations

- 5.12.1 Set One Sci/Eng and A.S.A.B.S. Groups of Candidates
taking Various Combinations of Session
- 5.12.2 Set Two All N.N.S. taking Various Combinations of
Session
- 5.12.3 Set Three All N.N.S. taking Single Sessions

Appendix 5.12.1

Set One Science/Engineering and A.S.A.B.S. Candidates
Taking Various Combinations of Session

TO + TA Sci/Eng Candidates
TO + TA A.S.A.B.S. Candidates
TO + TB Sci/Eng Candidates
TO + TB A.S.A.B.S. Candidates
TA + TB Sci/Eng Candidates
TA + TB A.S.A.B.S. Candidates

FACTORY ANALYSIS
 APR 07, 1963 AT 1215412 HOURS

OPTIONS USED =

TYPE 0 INPUT GROUP = 001

NUMBER OF CASES = 20
 NO. OF VARIABLES USED = 13
 NO. OF FACTORS REQUESTED = 13

TYPE 2 OUTPUT GROUP = 001

TO/TA Sci/Eng.

THE TYPE 2 GROUP = 001 WAS BEEN SAVED ON THE DATA FILE
 IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR
 THE FROM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
 STANDARDIZED (MEAN = 0 AND VARIANCE = 1) FORM OF THE VARIABLES

EIGEN VALUES	1	2	3	4	5	6	7	8	9	10
	4.676	1.226	1.002	0.7516	0.6162	0.5103	0.5102	0.4276	0.3651	0.3076
PROPORTION OF TOTAL VARIANCE	0.5137	0.1344	0.1102	0.0826	0.0673	0.0557	0.0557	0.0468	0.0401	0.0338
CUMULATIVE PROPORTION OF TOTAL VARIANCE	0.5137	0.6481	0.7583	0.8409	0.9082	0.9639	1.0000	1.0000	1.0000	1.0000

EIGEN VALUES	11	12	13
	0.2740	0.2162	0.09016-02
PROPORTION OF TOTAL VARIANCE	0.0301	0.0239	0.01002-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE	0.9764	0.9931	1.0000

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
 (ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

ROTATE ORTHOGONAL FACTORS		
VARIMAX ROTATION OF 3 FACTORS BASED ON 13 TESTS		
R	TEST 1	COMMUNALITY 0.710
	TEST 2	COMMUNALITY 0.646
	TEST 3	COMMUNALITY 0.734
	TEST 4	COMMUNALITY 0.831
	TEST 5	COMMUNALITY 0.537
	TEST 6	COMMUNALITY 0.669
W	TEST 7	COMMUNALITY 0.534
	TEST 8	COMMUNALITY 0.554
	TEST 9	COMMUNALITY 0.696
L	TEST 10	COMMUNALITY 0.743
	TEST 11	COMMUNALITY 0.727
	TEST 12	COMMUNALITY 0.700
G	TEST 13	COMMUNALITY 0.624
NEW FACTOR PATTERN (COLUMNS ARE FACTORS)		
	TEST 1	-0.4835 0.6472 0.2399
	TEST 2	-0.1944 0.0647 0.8968
	TEST 3	-0.6410 0.5680 0.0130
	TEST 4	-0.6787 0.6050 0.0648
	TEST 5	-0.4006 0.4787 0.3843
	TEST 6	-0.1456 0.6321 0.4979
	TEST 7	-0.2054 0.6780 0.1802
	TEST 8	-0.5456 0.4460 0.2445
	TEST 9	-0.0993 0.8244 -0.0819
	TEST 10	-0.9456 0.1442 0.0984
	TEST 11	-0.7494 0.1294 0.3851
	TEST 12	-0.7950 0.1215 0.2308
	TEST 13	-0.6820 0.3952 0.0483
PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR		
FACTOR 1	VAR. PROP. = 0.3112	
FACTOR 2	VAR. PROP. = 0.2528	
FACTOR 3	VAR. PROP. = 0.1211	

FACTOR ANALYSIS
APR 08, 1983 AT 11:52:00 HOURS

OPTIONS USED = COR

TYPE 0 INPUT GROUP = {0A3} TO/TA ASABS Group

NUMBER OF CASES = 40
NO. OF VARIABLES USED = 13
NO. OF FACTORS REQUESTED = 13

TYPE 2 OUTPUT GROUP = {0A3}

THE TYPE 2 GROUP = {0A3} WAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED(CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
6.793 1.484 1.053 0.7120 0.5944 0.4972 0.4190 0.3603 0.3446 0.2864
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
0.5225 0.1142 0.0974E-02 5.4771E-02 4.5724E-02 3.8247E-02 3.2231E-02 2.7734E-02 2.6647E-02 2.1879E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5225 0.6367 0.7177 0.7725 0.8182 0.8564 0.8887 0.9144 0.9430 0.9649

EIGEN VALUES 11 12 13
0.2275 0.1654 6.3145E-02
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
1.7497E-02 1.2725E-02 4.8573E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.9824 0.9931 1.000

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.7540	0.4067	-3.4225E-02	-7.5613E-03	0.1163	-4.1305E-03	-0.2284	-0.1097	0.2574	0.3425
VAR2	-0.4415	0.1353	-0.7511	0.1433	0.3207	-0.2257	0.1010	9.3360E-02	1.6355E-02	-4.9075E-02
VAR3	-0.8613	-0.2550	7.3594E-02	0.1919	-0.2060	4.3061E-02	-0.2336	0.1068	1.2417E-02	-7.2840E-02
VAR4	-0.6120	-0.3749	0.1565	0.1798	-0.1105	0.1074	-0.2037	9.8294E-02	0.1511	-0.1104
VAR5	-0.7923	-7.9018E-03	0.1124	5.6836E-02	-0.3607	6.8937E-02	0.3663	8.4585E-02	5.2347E-02	0.1862
VAR6	-0.5108	0.4536	-0.4015	0.5104	-0.1010	-0.2179	2.1635E-02	4.9257E-02	-0.1520	-5.1229E-02
VAR7	-0.7148	0.3609	-0.2453	-3.1986E-02	0.3738	0.2392	-5.3204E-02	0.7225	-6.3959E-02	-0.1054
VAR8	-0.5894	0.5643	0.2655	-0.1404	-0.2419	0.1338	-6.0440E-03	-0.3513	-1.4396E-02	-0.2207
VAR9	-0.7698	0.1420	-0.1007	-0.4208	-8.2628E-02	-0.3057	1.0583E-03	0.1357	-0.1270	3.5498E-02
VAR10	-0.6465	-0.5521	-0.1349	-5.6423E-02	7.3110E-02	-0.2996	-0.1019	-0.3031	-0.1026	1.7612E-02
VAR11	-0.7591	-0.1691	-0.3453	-0.1422	0.1364	-7.0321E-02	0.2371	3.0774E-03	0.3363	-0.1904
VAR12	-0.7631	-0.2852	5.3973E-03	0.2076	0.2320	0.2429	0.2061	-0.1903	-0.1914	0.1071
VAR13	-0.8438	-7.6669E-02	7.2769E-02	-0.3070	-1.6064E-02	0.1559	-6.2855E-02	0.1557	-0.2245	2.8438E-02
G										
VAR1	-3.6692E-02	4.7129E-02	-3.1679E-03							
VAR2	2.4070E-02	2.9886E-02	-1.2729E-02							
VAR3	-2.8792E-02	-5.7918E-02	-0.1815							
VAR4	-4.9053E-02	-6.3672E-02	0.1640							
VAR5	0.1986	-5.4851E-02	6.3648E-03							
VAR6	-3.1946E-02	9.5317E-02	3.5575E-02							
VAR7	0.2198	-0.1387	-3.9335E-03							
VAR8	-1.3525E-02	-1.1834E-03	3.3151E-03							
VAR9	-0.1736	-0.1832	1.5610E-02							
VAR10	0.2180	2.3551E-03	1.0980E-02							
VAR11	-7.2611E-02	0.1028	-3.0091E-02							
VAR12	-0.2242	-5.7611E-02	-7.4022E-03							
VAR13	1.2287E-02	0.2793	2.1522E-02							

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 3 FACTORS BASED ON 13 TESTS

R	TEST 1	COMMUNALITY	0.735
	TEST 2	COMMUNALITY	0.777
	TEST 3	COMMUNALITY	0.812
	TEST 4	COMMUNALITY	0.824
	TEST 5	COMMUNALITY	0.640
W	TEST 6	COMMUNALITY	0.628
	TEST 7	COMMUNALITY	0.701
	TEST 8	COMMUNALITY	0.736
	TEST 9	COMMUNALITY	0.623
	TEST 10	COMMUNALITY	0.741
L	TEST 11	COMMUNALITY	0.724
	TEST 12	COMMUNALITY	0.664
	TEST 13	COMMUNALITY	0.723

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.3004	0.7350	0.3236
TEST 2	-0.1966	0.0344	0.8588
TEST 3	-0.8097	0.2893	0.2700
TEST 4	-0.8466	0.1421	0.2957
TEST 5	-0.5930	0.4058	0.3524
TEST 6	-0.1093	0.7813	-0.0734
TEST 7	-0.3139	0.7690	0.1072
TEST 8	-0.0548	0.6238	0.5866
TEST 9	-0.4904	0.5871	0.1943
TEST 10	-0.8567	0.0450	-0.0705
TEST 11	-0.7020	0.4663	-0.1177
TEST 12	-0.7600	0.2400	0.1685
TEST 13	-0.6793	0.4042	0.3137

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.3441
FACTOR 2	VAR. PROP. = 0.2451
FACTOR 3	VAR. PROP. = 0.1286

FACTOR ANALYSIS
APR 06, 1983 AT 15:04:28 MOJES

OPTIONS USED = CON

TYPE 0 INPUT GROUP = "CON"

NUMBER OF CASES = 24
NO. OF VARIABLES USED = 13
NO. OF FACTORS REQUESTED = 13

TYPE 2 OUTPUT GROUP = "F03"

TO/TS Sci/Eng Group

THE TYPE 2 GROUP "F03" HAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -CON
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED (CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
P 502 0.9843 0.7587 0.7145 0.6705 0.5170 0.4751 0.3668 0.3216 0.2876
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
0.5771 7.5870E-02 5.8383E-02 5.4972E-02 5.1575E-02 3.9771E-02 3.6542E-02 2.6079E-02 2.4737E-02 2.0594E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5771 0.6579 0.7113 0.7643 0.8179 0.8576 0.8942 0.9209 0.9456 0.9662

EIGEN VALUES 11 12 13
0.1800 0.1332 0.1203
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
1.6310E-02 1.0235E-02 9.2504E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.3805 0.9937 1.003

CORRELATION MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.8637	-0.1469	-9.0823E-03	-7.2577E-03	3.2592E-02	-0.2047	0.1355	-0.3256	8.5430E-02	-0.2845
VAR2	-0.6999	-0.1899	-0.3275	0.1924	0.3400	0.2620	-5.2562	9.3871E-02	0.2497	-6.7457E-02
VAR3	-0.8100	-9.0653E-02	0.1313	0.2177	-0.1747	0.2054	0.1232	-6.5025E-02	4.4949E-03	-5.4796E-02
VAR4	-0.8512	-0.1382	0.1198	0.2288	-0.2850	0.1093	8.2075E-02	7.3011E-02	4.3431E-02	7.8847E-03
VAR5	-0.7483	-0.3658	0.1450	0.1037	0.2918	0.1064	-8.2640E-02	-0.2606	-0.2543	0.1915
VAR6	-0.6867	0.3750	-0.2726	0.3078	-0.1914	-0.2791	-0.1347	-0.1054	0.1076	0.2337
VAR7	-0.7557	0.3856	-0.2635	3.815E-02	0.2604	-0.1163	0.1699	4.4394E-02	-0.1848	-0.1544
VAR8	-0.7432	-0.1540	-0.1852	-0.3161	8.9610E-02	3.9091E-02	0.4498	8.2302E-02	0.1516	0.2146
VAR9	-0.6326	2.9086E-02	-0.3361	-0.5160	-0.3224	0.1770	-0.2480	-2.9981E-02	-0.1132	-3.7269E-02
VAR10	-0.6652	0.3171	0.4818	-0.3039	3.1446	-3.4843E-02	-0.1476	-0.1174	0.2378	4.6697E-02
VAR11	-0.8604	5.2100E-02	0.2434	2.7841E-03	-1.2486E-02	-5.1991E-03	-5.7506E-02	0.3034	-8.4104E-03	-0.1054
VAR12	-0.7066	-0.4421	2.9330E-02	-0.1079	-3.7002E-02	-0.4384	-0.1625	0.1941	-8.0217E-02	2.7015E-02
VAR13	-0.8260	0.5938	0.1275	2.3473E-02	9.0656E-02	0.1528	7.7158E-03	8.5784E-02	-0.2018	5.1373E-02
G										
VAR1	-9.6614E-02	-3.9242E-03	0.1187							
VAR2	5.4060E-02	-2.5858E-02	2.3482E-02							
VAR3	0.1267	-0.2027	-9.4551E-02							
VAR4	5.6622E-02	0.2607	2.0251E-02							
VAR5	-8.2834E-02	1.8842E-02	-6.8694E-02							
VAR6	-9.3545E-02	-2.4088E-02	-5.2369E-03							
VAR7	0.1108	5.5045E-02	-0.1561							
VAR8	-3.5016E-02	-2.7917E-02	1.2137E-02							
VAR9	-3.4324E-02	3.1058E-02	-1.6643E-02							
VAR10	0.1045	2.6193E-02	-6.6615E-02							
VAR11	-0.2916	-3.9652E-02	-6.6939E-02							
VAR12	0.1585	-4.3410E-02	3.1095E-02							
VAR13	6.0993E-02	-5.3348E-02	0.2305							

TO/TB
Sci./Eng.

ROTATE ORTHOGONAL FACTORS		
VARIMAX ROTATION OF 3 FACTORS BASED ON 13 TESTS		
TEST 1	COMMUNALITY	0.734
TEST 2	COMMUNALITY	0.633
TEST 3	COMMUNALITY	0.682
TEST 4	COMMUNALITY	0.758
TEST 5	COMMUNALITY	0.715
TEST 6	COMMUNALITY	0.686
TEST 7	COMMUNALITY	0.789
TEST 8	COMMUNALITY	0.610
TEST 9	COMMUNALITY	0.514
TEST 10	COMMUNALITY	0.775
TEST 11	COMMUNALITY	0.802
TEST 12	COMMUNALITY	0.696
TEST 13	COMMUNALITY	0.854
NEW FACTOR PATTERN (COLUMNS ARE FACTORS)		
TEST 1	-0.6714	0.3530 -0.3976
TEST 2	-0.5992	0.0319 -0.5226
TEST 3	-0.6108	0.4630 -0.3069
TEST 4	-0.6733	0.4529 -0.3154
TEST 5	-0.7750	0.3089 -0.1367
TEST 6	-0.1710	0.3160 -0.7378
TEST 7	-0.2094	0.3835 -0.7732
TEST 8	-0.6051	0.1727 -0.4629
TEST 9	-0.3910	0.0968 -0.5930
TEST 10	-0.2197	0.8353 -0.1709
TEST 11	-0.5609	0.6373 -0.3217
TEST 12	-0.8011	0.1685 -0.1597
TEST 13	-0.2603	0.7315 -0.5420
PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR		
FACTOR 1	VAR. PROP. =	0.2984
FACTOR 2	VAR. PROP. =	0.1972
FACTOR 3	VAR. PROP. =	0.2157

FACTOR ANALYSIS
APR 04, 1953 AT 1611154 HOURS

OPTIONS USED = CON

TYPE 0 INPUT GROUP = 0003

NUMBER OF CASES = 21
NO. OF VARIABLES USED = 13
NO. OF FACTORS REQUESTED = 3

TYPE 2 OUTPUT GROUP = 0003

TO/TB ASABS Group

THE TYPE 2 GROUP = 0003 WAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -CON
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED/SCALED AND NORMALIZED FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
7.740 1.143 0.8737 0.7073 0.4843 0.5332 0.3487 0.2760 0.1441 0.1200
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
0.5976 0.9608-02 7.4898E-02 6.1318E-02 5.2656E-02 4.1018E-02 2.8361E-02 2.1301E-02 1.1004E-02 9.2762E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5976 0.4073 0.7620 0.8235 0.8762 0.9172 0.9455 0.9668 0.9779 0.9872

EIGEN VALUES 11 12 13
0.8328E-02 6.1100E-02 1.6691E-02
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
6.7971E-03 4.7000E-03 1.2331E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.3940 0.9937 1.003

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
CALCULATED COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS

VAR1	1	2	3	4	5	6	7	8	9	10
VAR2	-0.8253	0.2103	0.1680	-0.3509	6.2007E-02	-0.1231	-0.2200	2.4307E-02	3.7926E-02	0.1839
VAR3	-0.6177	0.5367	0.2053	-0.1925	0.3402	0.3208	-5.7440E-02	-9.1815E-02	3.6789E-02	-0.1282
VAR4	-0.8406	-0.1576	0.1596	0.2133	0.3253	-9.4444E-02	0.1016	0.1949	7.0869E-02	-0.1167
VAR5	-0.7912	-0.1462	3.8238E-02	0.6193	0.3575	-5.7593E-02	-4.4462E-02	1.3021E-02	-0.1672	0.1009
VAR6	-0.8193	0.2528	-7.7238E-02	0.2041	-0.2426	-0.3114	0.1192	-0.1358	6.0439E-02	-0.1079
VAR7	-0.8260	0.3092	0.1970	-7.8597E-02	-0.2206	-0.2782	-6.5086E-02	-3.6612E-02	-0.1522	-6.2233E-02
VAR8	-0.5397	-0.3103	-0.4324	-0.5677	0.2080	-0.2046	0.1018	7.1458E-02	-2.6998E-02	-6.2077E-02
VAR9	-0.6819	0.2322	-0.5996	0.1499	-0.1168	0.2448	1.0202E-02	-1.0838E-02	2.8293E-02	3.5380E-02
VAR10	-0.7552	-0.3991	-0.2365	0.1046	-2.7031E-02	5.3229E-02	-0.4004	-0.1631	2.1570E-02	-7.4855E-02
VAR11	-0.7246	-0.4547	0.3296	-8.8073E-02	-2.3574E-02	6.9026E-02	0.1976	-0.2948	0.1041	6.0761E-02
VAR12	-0.8803	-4.7550E-02	-3.9191E-02	-0.1042	-0.1405	0.2841	0.2353	-1.2335E-02	-0.1940	2.2321E-02
VAR13	-0.9104	0.1834	-0.1348	0.1157	-2.3832E-02	-3.1879E-02	0.1008	0.1224	0.1701	0.1239
G	-0.7513	-0.2743	0.2825	-5.3587E-02	-0.3611	0.1935	-0.1047	0.2760	2.4665E-02	-5.5670E-02
VAR1	11	12	13							
VAR2	0.1369	-3.5802E-02	-2.8976E-03							
VAR3	-4.7393E-02	3.7479E-03	2.6222E-02							
VAR4	9.4538E-02	3.2377E-03	-6.0016E-02							
VAR5	-2.3250E-02	2.9949E-02	5.5058E-02							
VAR6	7.8307E-02	-6.7529E-02	5.1951E-02							
VAR7	-8.9496E-02	9.5290E-02	-4.5681E-02							
VAR8	-3.5837E-02	2.3713E-02	2.7282E-02							
VAR9	8.9046E-02	0.1233	-1.2279E-02							
VAR10	-4.2807E-02	-6.6529E-02	-2.5617E-02							
VAR11	-2.2631E-03	7.7393E-02	-2.3650E-03							
VAR12	2.4047E-02	-0.1215	-2.5663E-02							
VAR13	-0.1792	-5.2589E-02	-1.1449E-02							
	-5.3564E-04	3.9373E-02	4.7435E-02							

TO/TB
A.S.A.B.S.

ROTATE ORTHOGONAL FACTORS

VARI-MAX ROTATION OF 3 FACTORS BASED ON 13 TESTS

TEST 1	COMMUNALITY	0.754
TEST 2	COMMUNALITY	0.712
TEST 3	COMMUNALITY	0.760
TEST 4	COMMUNALITY	0.658
TEST 5	COMMUNALITY	0.741
TEST 6	COMMUNALITY	0.817
TEST 7	COMMUNALITY	0.592
TEST 8	COMMUNALITY	0.878
TEST 9	COMMUNALITY	0.786
TEST 10	COMMUNALITY	0.840
TEST 11	COMMUNALITY	0.779
TEST 12	COMMUNALITY	0.881
TEST 13	COMMUNALITY	0.720

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.7153	-0.4440	-0.2116
TEST 2	-0.8340	-0.1250	-0.0244
TEST 3	-0.4511	-0.6912	-0.2810
TEST 4	-0.4032	-0.5915	-0.3685
TEST 5	-0.6936	-0.2992	-0.4130
TEST 6	-0.7952	-0.3943	-0.1699
TEST 7	-0.0206	-0.3179	-0.7006
TEST 8	-0.4854	0.0136	-0.8016
TEST 9	-0.1349	-0.4063	-0.6323
TEST 10	-0.1283	-0.8864	-0.1391
TEST 11	-0.5164	-0.5475	-0.4611
TEST 12	-0.6801	-0.3725	-0.5180
TEST 13	-0.3303	-0.7646	-0.1614

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.2943
FACTOR 2	VAR. PROP. = 0.2741
FACTOR 3	VAR. PROP. = 0.1938

FACTOR ANALYSIS
APR 11, 1963 AT 10:04:11 HOURS

TA/TB Sci/Eng.

OPTIONS USED = CDR

TYPE 0 INPUT GROUP = "CART"

NUMBER OF CASES = 43
NO. OF VARIABLES USED = 14
NO. OF FACTORS REQUESTED = 16

TYPE 2 OUTPUT GROUP = "FAB"

THE TYPE 2 GROUP = "FAB" WAS BEEN SAVED ON THE DATA FILE.
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -CDR,
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED-CENTRED AND NORMALIZED FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
7.220 1.192 1.135 0.9236 0.7355 0.6336 0.5400 0.4937 0.3413 0.2487
PROPORTION OF TOTAL VARIANCE 0.5143 0.5128E-02 0.2622E-02 0.1948E-02 0.1251E-02 0.1255E-02 0.9744E-02 0.5264E-02 0.2480E-02 0.1776E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5143 0.4013 0.4039 0.7499 0.8024 0.8477 0.8868 0.9283 0.9479 0.9637

EIGEN VALUES 11 12 13 14
0.2086 0.1687 0.2113E-02 0.1320E-02
PROPORTION OF TOTAL VARIANCE 0.0025E-02 0.0019E-02 0.1503E-03 0.0017E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.9806 0.9912 0.9961 1.0000

CORRELATION COEFFICIENTS BETWEEN FACTORS AND VARIABLES
IN SO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.7910	-1.4093E-02	0.1938	0.1991	0.4113	0.2012	9.0435E-02	-0.3195	-0.2716	1.4891E-02
VAR2	-0.4839	-0.1299	-0.1204	0.4844E-02	0.1346	0.1160	4.4008E-02	0.1926	0.3937E-03	0.8233E-02
VAR3	-0.9079	-0.4436E-02	-0.1420	5.0390E-03	0.2166	0.1304	-6.8511E-02	0.1228	-5.4790E-02	7.1622E-02
VAR4	-0.2220	-0.2978	0.3841	-0.4217	0.1724	-0.4517	-0.2279	-0.2295E-02	6.4750E-03	9.4413E-02
VAR5	-0.1721	-0.2889	0.6993	0.4553	-0.1869	8.8246E-02	-0.1128	2.0958E-02	0.1925	-4.4090E-02
VAR6	-0.4444	5.7673E-02	6.2378E-02	-0.8185E-02	-0.3768	-3.7099E-02	0.2302	9.0888E-02	-0.1833	6.1633E-02
VAR7	-0.3704	-6.3461E-02	0.1774	-0.4047E-03	-0.3246	-1.4531E-02	0.1779	8.2237E-02	-0.1346	2.9343E-02
VAR8	-0.3589	-3.1507E-02	-0.1721	0.1086	5.5841E-02	0.1412	-0.1424	-0.1345	0.1749	-0.2057
VAR9	-0.4919	0.5451	2.1618E-02	5.1234E-02	0.0528E-02	8.4793E-02	-0.1744	0.1010	0.2107	0.2684
VAR10	-0.1893	-6.4346E-02	-0.2936	0.4104	0.1540	-0.4491	0.3111	-2.3814E-02	0.1648	-2.5800E-02
VAR11	-0.5889	0.4294	4.4557E-02	0.1382	-7.9107E-02	-0.2478	-0.2779	-8.5106E-03	-0.1993	-0.1954
VAR12	-0.4005	0.3257	0.2513	0.4984	9.5317E-02	0.1084	0.3377	0.1024	0.2135	-0.1483
VAR13	-0.7449	-0.3444	-0.2181	-0.2184	9.3513E-02	4.8188E-02	-0.1522	0.1035	-2.1794E-02	-0.1796
VAR14	-0.4491	-0.1962	-0.4357	-0.1229	-0.3517	3.0103E-02	-0.1488	-0.3979	7.3415E-02	9.4239E-02
VAR1	-0.1079	-2.7742E-02	3.9317E-02	-2.2995E-02						
VAR2	0.2235	0.1613	-0.1183	2.8878E-02						
VAR3	8.7822E-02	2.9187E-02	-0.2157	2.4932E-02						
VAR4	7.9954E-02	-5.4804E-02	1.6136E-02	-4.7901E-03						
VAR5	-6.5199E-02	9.9398E-02	-2.0792E-02	-2.1743E-02						
VAR6	5.4779E-02	-3.5529E-02	-1.1838E-02	-0.1479						
VAR7	-7.2416E-02	-0.1126	1.7632E-02	0.1168						
VAR8	0.1718	-0.2219	2.2237E-02	-1.7039E-02						
VAR9	-0.1386	-2.4672E-02	3.1291E-02	-1.3846E-02						
VAR10	-6.5927E-02	-2.1545E-04	-1.5219E-02	5.5443E-03						
VAR11	2.4319E-02	0.1082	-2.2972E-03	1.5845E-02						
VAR12	-1.1326E-02	9.0841E-02	-2.0369E-02	7.0834E-03						
VAR13	-0.2511	1.2792E-02	3.8662E-02	-3.6944E-02						
VAR14	-7.3709E-02	0.1362	-3.8103E-03	1.0481E-02						

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 3 FACTORS BASED ON 14 TESTS

TEST 1	COMMUNALITY	0.532
TEST 2	COMMUNALITY	0.813
TEST 3	COMMUNALITY	0.852
TEST 4	COMMUNALITY	0.509
TEST 5	COMMUNALITY	0.711
TEST 6	COMMUNALITY	0.721
TEST 7	COMMUNALITY	0.793
TEST 8	COMMUNALITY	0.768
TEST 9	COMMUNALITY	0.798
TEST 10	COMMUNALITY	0.438
TEST 11	COMMUNALITY	0.745
TEST 12	COMMUNALITY	0.530
TEST 13	COMMUNALITY	0.724
TEST 14	COMMUNALITY	0.641

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TA11	TEST 1	-0.4322	0.3570	0.4666
TA12A	TEST 2	-0.7718	0.3413	0.3170
TA12B	TEST 3	-0.7885	0.3797	0.2937
TA13	TEST 4	-0.2824	0.0901	0.6490
TB11	TEST 5	0.0090	0.0465	0.8405
TB12A	TEST 6	-0.5715	0.5054	0.3722
TB12B	TEST 7	-0.5707	0.4364	0.5263
TB13	TEST 8	-0.7459	0.4021	0.2280
TA91	TEST 9	-0.2944	0.8409	0.0656
TB32	TEST 10	-0.6259	0.2127	0.0287
TB31	TEST 11	-0.1815	0.8438	0.0166
TB32	TEST 12	-0.1860	0.6292	0.3152
TA21	TEST 13	-0.8034	0.0746	0.2703
TB21	TEST 14	-0.7926	0.1136	0.0001

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP.	= 0.3223
FACTOR 2	VAR. PROP.	= 0.2062
FACTOR 3	VAR. PROP.	= 0.1554

APR 11, 1963 AT 11:35:13 HOURS

FACTOR ANALYSIS

OPTIONAL USED = CON

TA/TB ASABS

TYPE 0 INPUT GROUP = 0 CAS

NUMBER OF CASES = 10
NO. OF VARIABLES USED = 14
NO. OF FACTORS REQUESTED = 14

TYPE 2 OUTPUT GROUP = 0 FABS

THE TYPE 2 GROUP = FABS - WAS BEEN GIVEN ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR -
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED AND NORMALIZED FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
7.402 1.170 1.017 0.8270 0.7402 0.6034 0.5340 0.3642 0.3325 0.2630
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
0.5354 0.3565E-02 7.5472E-02 5.9070E-02 5.4942E-02 4.3100E-02 3.8140E-02 2.4014E-02 2.3752E-02 1.6844E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5354 0.6103 0.6944 0.7535 0.8084 0.8515 0.8897 0.9157 0.9394 0.9583

EIGEN VALUES 11 12 13 14
0.2328 0.1822 0.1273 6.4011E-02
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
1.6268E-02 1.2851E-02 9.0891E-03 3.1436E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.9749 0.9928 0.9963 1.003

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED REGRESSIONS ON THE FACTORS)

TA/TB
A.S.A.B.S.

ROTATE ORTHOGONAL FACTORS
VARIANX ROTATION OF 3 FACTORS BASED ON 14 TESTS

TEST 1	COMMUNALITY	0.654
TEST 2	COMMUNALITY	0.831
TEST 3	COMMUNALITY	0.843
TEST 4	COMMUNALITY	0.658
TEST 5	COMMUNALITY	0.717
TEST 6	COMMUNALITY	0.718
TEST 7	COMMUNALITY	0.734
TEST 8	COMMUNALITY	0.816
TEST 9	COMMUNALITY	0.439
TEST 10	COMMUNALITY	0.432
TEST 11	COMMUNALITY	0.788
TEST 12	COMMUNALITY	0.737
TEST 13	COMMUNALITY	0.597
TEST 14	COMMUNALITY	0.757

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.5611	-0.4771	-0.3335
TEST 2	-0.8437	-0.3067	-0.1582
TEST 3	-0.8260	-0.3420	-0.2166
TEST 4	-0.5388	-0.5004	-0.5409
TEST 5	-0.6038	0.0533	-0.5916
TEST 6	-0.8237	-0.1748	-0.0947
TEST 7	-0.8321	-0.1399	-0.1480
TEST 8	-0.8288	-0.1047	-0.3411
TEST 9	-0.2917	-0.5145	-0.2993
TEST 10	-0.6190	-0.2079	-0.0726
TEST 11	-0.0737	-0.0768	-0.8814
TEST 12	-0.0710	-0.8520	0.0790
TEST 13	-0.6954	-0.2286	-0.2474
TEST 14	-0.8567	-0.0478	-0.1456

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.4244
FACTOR 2	VAR. PROP. = 0.1320
FACTOR 3	VAR. PROP. = 0.1380

Appendix 5.12.2

Factor Analysis Printouts

Set Two All N.N.S. Taking Various Combinations of Session

TO + TA

TO + TB

TA + TB

TO/TA
All RMS

FACTORS ANALYSIS
OCT 22, 1963 AT 16:51:14 MONDS

OPTIONS USED = CDD

TYPE 2 INPUT GROUP = CDA "

NUMBER OF CASES = 132
NO. OF VARIABLES USED = 13
NO. OF FACTORS REQUESTED = 13

TYPE 2 OUTPUT GROUP = F04 "

THE TYPE 2 GROUP = F04 " WAS OBTAINED FROM THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR -"
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED/CENTERED AND NORMALIZED FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
6.403 1.156 0.423 0.677 0.573 0.528 0.488 0.448 0.407 0.365
PROPORTION OF TOTAL VARIANCE OF THE VARIABLES OF THE VARIABLES
0.523 0.090 0.035 0.056 0.047 0.044 0.040 0.037 0.034 0.031
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.523 0.613 0.648 0.704 0.751 0.795 0.835 0.872 0.906 0.937

EIGEN VALUES 11 12 13
0.293 0.279 0.249
PROPORTION OF TOTAL VARIANCE OF THE VARIABLES OF THE VARIABLES
0.024 0.023 0.021
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.961 0.984 1.000

CORRELATION MATRIX BETWEEN FACTORS AND VARIABLES
ALL CORRELATIONS OF THE FACTORS ON THE FACTORS

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.7900	0.2872	-2.1264E-03	7.2566E-02	0.1209	-5.7541E-02	-6.2969E-02	0.2624	-0.2657	-8.1250E-02
VAR2	-0.4684	0.1114	-0.7815	0.1003	-0.2622	0.1224	0.2493	-8.0740E-03	-9.8738E-03	-1.9542E-02
VAR3	-0.8608	-0.1444	0.1620	8.9401E-02	0.1813	0.3414	0.1558	0.1025	6.5051E-02	6.9782E-02
VAR4	-0.8657	-0.1833	0.1349	3.5321E-02	0.1272	0.2707	0.1316	0.1697	2.9284E-02	3.3111E-02
VAR5	-0.7339	6.0125E-02	-8.8093E-02	0.3816	-8.9340E-02	1.6262E-02	-0.4537	-6.2194E-02	0.2019	0.1603
VAR6	-0.8012	0.5043	-0.1106	-0.3195	0.2982	0.1804	-7.2406E-02	-0.3689	2.8251E-02	3.1673E-02
VAR7	-0.6638	0.3263	0.1675	-0.4108	-0.3562	2.4947E-02	-0.1134	0.2046	0.1350	-0.1887
VAR8	-0.7098	0.2496	-7.8605E-02	7.1227E-02	0.2784	-0.4818	0.1885	0.1230	0.2086	4.0524E-02
VAR9	-0.5387	0.3457	0.3714	0.3139	-0.2429	-5.8728E-02	0.1367	-0.2239	-0.2814	3.6885E-03
VAR10	-0.7104	-0.4696	6.2155E-02	-0.2089	-1.6001E-02	-0.1832	0.1034	-0.2475	-4.7164E-02	-2.6815E-02
VAR11	-0.7496	-0.2634	-0.1448	-0.2786	-6.8345E-02	-0.1159	-0.1390	9.2225E-02	-0.2635	0.3330
VAR12	-0.7457	-0.3552	-0.1511	0.1076	0.1309	-3.9436E-02	-0.1952	-7.3313E-02	-8.4975E-02	-0.4192
VAR13	-0.7921	-0.2101	0.1825	7.7996E-04	-0.2399	-5.5930E-02	0.1227	-0.1111	0.2598	3.2025E-02
	11	12	13							
VAR1	9.6982E-02	-0.3328	-2.4681E-03							
VAR2	-3.0316E-02	-9.0374E-03	-3.2122E-03							
VAR3	-3.4163E-02	3.7936E-02	-0.2044							
VAR4	-8.6981E-02	6.2611E-02	0.2203							
VAR5	-0.1292	-5.7163E-02	5.2596E-03							
VAR6	6.4056E-02	-5.8833E-03	2.3692E-02							
VAR7	-0.1207	6.8895E-02	-2.6290E-02							
VAR8	-4.4728E-02	0.1230	-7.5171E-03							
VAR9	-4.0845E-02	0.1345	2.7360E-03							
VAR10	-0.2756	-0.2113	-1.1491E-02							
VAR11	0.1034	0.1641	-1.4993E-02							
VAR12	0.1015	0.1709	-1.0786E-02							
VAR13	0.3528	-0.1171	1.8861E-02							

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 3 FACTORS BASED ON 13 TESTS

TEST 1	COMMUNALITY	0.707
TEST 2	COMMUNALITY	0.843
TEST 3	COMMUNALITY	0.754
TEST 4	COMMUNALITY	0.801
TEST 5	COMMUNALITY	0.550
TEST 6	COMMUNALITY	0.628
TEST 7	COMMUNALITY	0.575
TEST 8	COMMUNALITY	0.522
TEST 9	COMMUNALITY	0.665
TEST 10	COMMUNALITY	0.727
TEST 11	COMMUNALITY	0.652
TEST 12	COMMUNALITY	0.704
TEST 13	COMMUNALITY	0.705

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.3796	0.7068	-0.2508
TEST 2	-0.1829	0.1558	-0.8846
TEST 3	-0.7256	0.4749	-0.0453
TEST 4	-0.7675	0.4549	-0.0721
TEST 5	-0.6845	0.4835	-0.2854
TEST 6	-0.0842	0.7128	-0.3360
TEST 7	-0.2778	0.7030	-0.0615
TEST 8	-0.3393	0.6073	-0.2973
TEST 9	-0.2662	0.7588	0.1369
TEST 10	-0.8399	0.1242	-0.0786
TEST 11	-0.7102	0.2445	-0.2970
TEST 12	-0.7677	0.1756	-0.2891
TEST 13	-0.7368	0.4025	-0.0035

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.3186
FACTOR 2	VAR. PROP. = 0.2619
FACTOR 3	VAR. PROP. = 0.1028

TO/TH

FACTOR ANALYSIS
MAY 12, 1983 AT 11:29:00 HOURS

OPTIONS USED = COM

TYPE 0 INPUT GROUP = 0 COM "

NUMBER OF CASES = 103
NO. OF VARIABLES USED = 13
NO. OF FACTORS REQUESTED = 13

TYPE 2 OUTPUT GROUP = 0 COM "

THE TYPE 2 GROUP = 000 " WAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COM --
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED(CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6 7 8 9 10
7.421 0.0010 0.7677 0.7504 0.5724 0.5371 0.4881 0.3998 0.3380 0.2966
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
0.5700 0.0037E-02 5.9037E-02 5.7722E-02 4.4033E-02 4.2053E-02 3.7392E-02 3.0758E-02 2.6003E-02 2.2819E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.5700 0.00394 0.6985 0.7562 0.8002 0.8431 0.8805 0.9112 0.9372 0.9600

EIGEN VALUES 11 12 13
0.2131 0.1780 0.1276
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)
1.6193E-02 1.3761E-02 9.7966E-03
CUMULATIVE PROPORTION OF TOTAL VARIANCE
0.9766 0.9902 1.0000

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.8386	0.1116	-0.1356	-4.8974E-02	-7.0341E-02	9.4782E-02	-0.1272	-0.2290	0.2882	0.1778
VAR2	-0.6620	0.2920	-0.3329	-0.3466	-4.7022E-02	-6.5596E-02	0.4526	-0.1540	-4.3958E-02	-5.8664E-02
VAR3	-0.8214	7.9881E-02	0.1420	0.2634	0.3313	-0.1829	6.1710E-02	-4.8869E-02	0.1014	9.3306E-02
VAR4	-0.8355	0.1447	0.1219	0.2872	0.2799	-0.1402	4.0093E-02	-7.6366E-02	-3.9240E-02	2.5116E-02
VAR5	-0.7486	0.3266	-0.1340	8.1437E-02	-0.2273	-7.4834E-02	-6.9859E-03	0.4617	0.1480	7.9574E-02
VAR6	-0.7229	-0.1507	-0.3399	-2.3087E-02	0.3175	0.2565	-0.1756	6.6655E-02	7.2498E-02	-0.2832
VAR7	-0.7204	-0.3395	-0.1175	-0.4080	2.5852E-02	-0.1323	-0.2401	-2.0424E-02	-9.7627E-02	0.2632
VAR8	-0.6942	0.1631	0.4123	-0.3144	-0.1305	-0.2703	-0.1960	-7.2827E-02	7.9423E-02	-0.2860
VAR9	-0.6399	-5.5626E-02	0.4877	-0.2534	0.1283	0.4563	0.1935	0.1291	8.2026E-03	7.3785E-02
VAR10	-0.6731	-0.4560	4.7610E-02	0.2925	-0.3769	0.1026	0.1279	-0.1353	0.1727	-7.0873E-02
VAR11	-0.8615	-9.9254E-02	2.0224E-03	0.1689	-0.1178	-6.6667E-02	7.7777E-02	-5.5973E-02	-0.3007	6.3593E-04
VAR12	-0.7509	0.3515	-1.6441E-02	0.1572	-0.1857	0.2783	-0.2527	-6.9781E-02	-0.2628	-2.1528E-03
VAR13	-0.8091	-0.3877	-3.7216E-02	-1.9929E-02	1.1383E-02	-0.1742	9.4989E-02	0.2224	-9.6091E-02	-6.6032E-02
VAR1	0.2460	5.3265E-02	5.4074E-02							
VAR2	-8.0523E-02	2.7936E-02	-1.0434E-02							
VAR3	-5.6616E-02	6.8082E-02	-0.2304							
VAR4	-0.1009	-6.1215E-02	0.2492							
VAR5	-3.6655E-02	-9.1293E-02	-2.1843E-03							
VAR6	-5.5828E-03	-8.0780E-02	-2.3675E-02							
VAR7	-0.1628	-6.3177E-02	-6.8967E-03							
VAR8	5.4577E-03	-2.3655E-02	-1.2170E-02							
VAR9	1.8660E-02	-2.7906E-02	5.7693E-03							
VAR10	-0.1687	-2.4281E-02	-4.9025E-03							
VAR11	0.2246	-0.2166	-6.3827E-02							
VAR12	-9.6493E-02	0.1672	-2.5343E-02							
VAR13	0.1277	0.2669	5.9834E-02							

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 3 FACTORS BASED ON 13 TESTS

TEST 1	COMMUNALITY	0.734
TEST 2	COMMUNALITY	0.634
TEST 3	COMMUNALITY	0.701
TEST 4	COMMUNALITY	0.734
TEST 5	COMMUNALITY	0.685
TEST 6	COMMUNALITY	0.705
TEST 7	COMMUNALITY	0.648
TEST 8	COMMUNALITY	0.679
TEST 9	COMMUNALITY	0.650
TEST 10	COMMUNALITY	0.663
TEST 11	COMMUNALITY	0.752
TEST 12	COMMUNALITY	0.688
TEST 13	COMMUNALITY	0.806

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.6536	-0.4373	0.3402
TEST 2	-0.7521	-0.2383	0.1092
TEST 3	-0.4068	-0.3886	0.5597
TEST 4	-0.5451	-0.3512	0.5598
TEST 5	-0.7289	-0.2171	0.3266
TEST 6	-0.5515	-0.6331	0.0188
TEST 7	-0.2952	-0.7138	0.2266
TEST 8	-0.3260	-0.1877	0.7328
TEST 9	-0.1215	-0.3082	0.7352
TEST 10	-0.1131	-0.7389	0.3233
TEST 11	-0.4708	-0.5831	0.4364
TEST 12	-0.6876	-0.1724	0.4302
TEST 13	-0.2810	-0.7851	0.3331

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.2582
FACTOR 2	VAR. PROP. = 0.2417
FACTOR 3	VAR. PROP. = 0.1986

TA/TB

FACTOR ANALYSIS
MAR 12, 1963 AT 11:30:34 HOURS

OPTIONS USED = CAN

TYPE 0 INPUT GROUP = CAN

NUMBER OF CASES = 95
NO. OF VARIABLES USED = 14
NO. OF FACTORS REQUESTED = 14

TYPE 2 OUTPUT GROUP = CAN

THE TYPE 2 GROUP = CAN WAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED (CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES

1	2	3	4	5	6	7	8	9	10
7.283	1.007	0.9100	0.7983	0.7596	0.6699	0.5763	0.4879	0.3811	0.3435

PROPORTION OF TOTAL VARIANCE (SUM OF THE VARIANCES OF THE VARIABLES)

0.5201	7.4379E-02	6.7717E-02	5.7022E-02	5.4244E-02	4.7851E-02	4.1164E-02	3.4850E-02	2.7220E-02	2.3364E-02
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CUMULATIVE PROPORTION OF TOTAL VARIANCE

0.5201	0.5985	0.6662	0.7232	0.7776	0.8233	0.8645	0.9013	0.9285	0.9465
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EIGEN VALUES

11	12	13	14
0.2163	0.2028	0.1267	4.7943E-02

PROPORTION OF TOTAL VARIANCE (SUM OF THE VARIANCES OF THE VARIABLES)

1.6735E-02	1.6911E-02	9.0121E-03	4.8511E-03
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CUMULATIVE PROPORTION OF TOTAL VARIANCE

0.9712	0.9865	0.9951	1.0000
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CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ALGEBRAIC VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7	8	9	10
VAR1	-0.7243	-0.2326	4.5262E-02	-0.3471	-0.2168	-0.1268	8.4530E-02	0.1585	-0.2955	0.3178
VAR2	-0.8981	8.6275E-02	-0.1671	-4.7187E-02	-4.3423E-02	8.8734E-02	-7.5342E-03	9.5386E-02	-0.1216	-0.1141
VAR3	-0.9061	3.1059E-02	-0.1460	-6.9255E-02	-0.1227	0.1080	-1.7487E-02	8.1898E-02	-5.5525E-02	-7.6168E-02
VAR4	-0.6484	-0.3299	0.1492	-0.2158	0.2017	0.2435	-0.3626	-0.3513	0.1048	0.1766
VAR5	-0.5163	0.2125	0.6353	-0.4098	9.0468E-02	-7.6092E-02	0.1767	7.3421E-02	0.1926	-0.1392
VAR6	-0.8260	0.1483	-5.5809E-02	0.2141	0.2890	-0.1396	0.1514	-0.2173	-0.1648	8.7758E-03
VAR7	-0.8307	0.1695	4.7861E-02	0.1267	0.2886	-0.1770	0.1978	-0.2112	-9.9670E-02	4.7076E-03
VAR8	-0.8668	0.1934	2.6000E-02	3.7410E-03	-2.5677E-02	-2.3711E-02	-4.4094E-02	0.1889	9.9955E-02	4.8526E-02
VAR9	-0.5789	-0.3721	9.7462E-02	0.2425	-0.3743	0.3037	0.4269	-0.1534	0.1349	-3.2527E-03
VAR10	-0.6304	3.3669E-02	-0.1627	-4.7591E-02	-0.4600	-0.4728	-0.2040	-0.2377	0.1407	-0.1235
VAR11	-0.4954	-0.2900	0.5148	0.5085	-2.7915E-02	-9.9455E-02	-0.2841	0.1928	-0.1075	-6.7398E-02
VAR12	-0.4486	-0.6388	-0.3277	-6.8663E-02	0.3542	-0.2217	9.5955E-02	0.2114	0.2010	-9.1982E-02
VAR13	-0.7838	0.1014	-0.1765	-0.1072	2.1650E-02	0.3689	-0.1373	4.7019E-02	-9.2862E-02	-0.2736
VAR14	-0.7241	0.3880	-0.1588	0.2420	2.5542E-02	8.3409E-02	-5.9842E-02	0.1628	0.2866	0.2960
	11	12	13	14						
VAR1	8.6111E-02	8.7984E-02	6.2618E-05	-2.2922E-03						
VAR2	-0.2598	-3.0556E-02	0.1481	-0.1370						
VAR3	-0.2268	-8.0211E-02	-0.1818	0.1355						
VAR4	-4.5914E-02	-4.9724E-02	1.3661E-02	-8.6745E-03						
VAR5	-4.3284E-02	8.1566E-02	2.6403E-02	1.9203E-02						
VAR6	1.1844E-02	3.3164E-02	0.1687	0.1296						
VAR7	4.7191E-02	-1.8852E-02	-0.1963	-0.1159						
VAR8	0.1904	-0.3475	4.7221E-02	5.8336E-04						
VAR9	3.4190E-02	-7.8007E-03	1.9729E-02	-9.3917E-03						
VAR10	3.5683E-02	5.1345E-02	1.0443E-02	-4.5563E-03						
VAR11	-1.3081E-02	4.3358E-02	-1.3927E-02	-2.6877E-03						
VAR12	1.3563E-02	3.2381E-02	1.4814E-03	2.0007E-03						
VAR13	0.2682	0.1542	-1.7008E-02	-6.5278E-04						
VAR14	-3.0361E-02	0.1813	-8.9438E-03	-5.9704E-03						

ROTATE ORTHOGONAL FACTORS

VARI-MAX ROTATION OF 3 FACTORS BASED ON 14 TESTS.

TEST 1	COMMUNALITY	0.581
TEST 2	COMMUNALITY	0.842
TEST 3	COMMUNALITY	0.843
TEST 4	COMMUNALITY	0.552
TEST 5	COMMUNALITY	0.715
TEST 6	COMMUNALITY	0.707
TEST 7	COMMUNALITY	0.721
TEST 8	COMMUNALITY	0.790
TEST 9	COMMUNALITY	0.483
TEST 10	COMMUNALITY	0.425
TEST 11	COMMUNALITY	0.595
TEST 12	COMMUNALITY	0.717
TEST 13	COMMUNALITY	0.656
TEST 14	COMMUNALITY	0.700

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.4685	-0.5026	0.3295
TEST 2	-0.8304	-0.3433	0.1857
TEST 3	-0.8040	-0.3906	0.2107
TEST 4	-0.3270	-0.5329	0.4008
TEST 5	-0.3235	0.1062	0.7743
TEST 6	-0.7656	-0.2337	0.2579
TEST 7	-0.7468	-0.1944	0.3544
TEST 8	-0.7947	-0.1936	0.3470
TEST 9	-0.2663	-0.5517	0.3283
TEST 10	-0.5846	-0.2747	0.0897
TEST 11	-0.1048	-0.3525	0.6778
TEST 12	-0.1669	-0.8237	-0.1019
TEST 13	-0.7469	-0.2835	0.1326
TEST 14	-0.8290	-0.0026	0.1131

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.3742
FACTOR 2	VAR. PROP. = 0.1579
FACTOR 3	VAR. PROP. = 0.1360

Appendix 5.12.3

Factor Analysis Printouts

Set Three All N.N.S. Taking Single Sessions

TO

TA

TB

TO ALL NNS

FACTOR ANALYSIS
MAY 05, 1983 AT 11:39:01 HOURS

OPTIONS USED = COR

TYPE 0 INPUT GROUP = CO

NUMBER OF CASES = 328
NB. OF VARIABLES USED = 6
NB. OF FACTORS REQUESTED = 6

TYPE 2 OUTPUT GROUP = FO

THE TYPE 2 GROUP = FO " HAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED(CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES 1 2 3 4 5 6

4.011 0.7035 0.3982 0.3427 0.2808 0.2642

PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)

0.6684 0.1172 6.6361E-02 5.7110E-02 4.6800E-02 4.4035E-02

CUMULATIVE PROPORTION OF TOTAL VARIANCE

0.6684 0.7857 0.8521 0.9092 0.9560 1.000

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6
VAR1	-0.8506	0.1425	7.4328E-02	0.4282	-0.2401	9.8280E-02
VAR2	-0.7448	0.5073	0.3643	-0.2308	3.5930E-02	-2.5719E-02
VAR3	-0.8017	0.3178	-0.4570	-4.8221E-02	0.1631	0.1361
VAR4	-0.7918	-0.4706	0.1126	-0.1826	-1.6081E-02	0.3246
VAR5	-0.8489	-0.2665	0.1022	0.1836	0.3471	-0.2092
VAR6	-0.8616	-0.1798	-0.1672	-0.1915	-0.2730	-0.2936

ROTATE ORTHOGONAL FACTORS
 VARIANCE ROTATION OF 2 FACTORS BASED ON 6 TESTS

TEST 1	COMMUNALITY	0.746
TEST 2	COMMUNALITY	0.812
TEST 3	COMMUNALITY	0.746
TEST 4	COMMUNALITY	0.848
TEST 5	COMMUNALITY	0.792
TEST 6	COMMUNALITY	0.775

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

R	TEST 1	-0.3253	0.6640
W	TEST 2	-0.1992	0.8749
L	TEST 3	-0.3708	0.7790
Q	TEST 4	-0.9001	0.1933
	TEST 5	-0.8028	0.2836
	TEST 6	-0.7510	0.4554

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP.	0.4124
FACTOR 2	VAR. PROP.	0.5733

FACTOR ANALYSIS
 MAY 05, 1963 AT 13:50:52 HOURS

TA ALL NNS

OPTIONS USED = COR

TYPE 0 INPUT GROUP = " CA "

NUMBER OF CASES = 435
 NO. OF VARIABLES USED = 7
 NO. OF FACTORS REQUESTED = 7

TYPE 2 OUTPUT GROUP = " FA "

THE TYPE 2 GROUP " FA " WAS BEEN SAVED ON THE DATA FILE
 IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR
 THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
 STANDARDIZED(CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES	1	2	3	4	5	6	7
4.186	0.7176	0.6780	0.4931	0.4462	0.3820	0.3363E-02	
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)							
0.5980	0.1025	9.6853E-02	7.0417E-02	6.3737E-02	5.4574E-02	1.3909E-02	
CUMULATIVE PROPORTION OF TOTAL VARIANCE							
0.5980	0.7005	0.7973	0.8678	0.9315	0.9861	1.000	

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
 (ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7
VAR1	-0.6418	0.1087	0.7326	-0.1281	-3.7132E-02	0.1477	2.2241E-03
VAR2	-0.8737	-0.2285	-0.1559	-0.3322	2.9304E-02	-5.0955E-02	0.2154
VAR3	-0.8862	-0.1962	-0.1660	-0.3130	-4.6570E-03	-8.6627E-03	-0.2248
VAR4	-0.7878	-0.1642	0.1562	0.3302	0.2142	-0.4158	-1.2373E-02
VAR5	-0.7234	0.4738	-0.1303	6.4965E-02	-0.4522	-0.1627	9.8179E-03
VAR6	-0.7138	0.4935	-0.1941	6.9948E-02	0.4037	0.1997	4.6892E-03
VAR7	-0.7563	-0.3464	-0.1020	0.3875	-0.1704	0.3439	1.2014E-02

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 2 FACTORS BASED ON 7 TESTS

TEST 1	COMMUNALITY	0.424
TEST 2	COMMUNALITY	0.815
TEST 3	COMMUNALITY	0.824
TEST 4	COMMUNALITY	0.648
TEST 5	COMMUNALITY	0.748
TEST 6	COMMUNALITY	0.753
TEST 7	COMMUNALITY	0.692

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.4429	0.4770
TEST 2	-0.8321	0.3508
TEST 3	-0.8224	0.3840
TEST 4	-0.7269	0.3495
TEST 5	-0.2853	0.3164
TEST 6	-0.2656	0.8261
TEST 7	-0.8108	0.1858

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.4143
FACTOR 2	VAR. PROP. = 0.2862

FACTOR ANALYSIS
MAY 05, 1983 AT 14:30:37 MOURS

TB
ALL NNS

OPTIONS USED =
COR

TYPE 0 INPUT GROUP = " CB "

NUMBER OF CASES = 321
NF. OF VARIABLES USED = 7
NB. OF FACTORS REQUESTED = 7

TYPE 2 OUTPUT GROUP = " FB "

THE TYPE 2 GROUP = FB " HAS BEEN SAVED ON THE DATA FILE
IN THE FOLLOWING OUTPUT, SINCE USING THE OPTION -COR --
THE TERM VARIABLES, UNLESS OTHERWISE INDICATED, REFERS TO THE
STANDARDIZED(CENTERED AND NORMALIZED) FORM OF THE VARIABLES

EIGEN VALUES

	1	2	3	4	5	6	7
	3.928	0.8343	0.6547	0.6157	0.5398	0.3250	0.1022
PROPORTION OF TOTAL VARIANCE(SUM OF THE VARIANCES OF THE VARIABLES)	0.5612	0.1192	9.3530E-02	8.7954E-02	7.7115E-02	4.6435E-02	1.4597E-02
CUMULATIVE PROPORTION OF TOTAL VARIANCE	0.5612	0.6804	0.7739	0.8619	0.9390	0.9854	1.000

CORRELATION-MATRIX BETWEEN FACTORS AND VARIABLES
(ALSO COEFFICIENTS OF THE ADJUSTED VARIABLES ON THE FACTORS)

	1	2	3	4	5	6	7
VAR1	-0.6852	0.2810	-8.1792E-02	-0.5200	0.4051	0.1012	9.5987E-03
VAR2	-0.8811	-1.6512E-02	-0.2446	-1.7344E-02	-0.3237	9.1863E-02	0.2238
VAR3	-0.8810	2.0412E-02	-0.2662	-5.3847E-02	-0.3098	4.6820E-02	-0.2270
VAR4	-0.8263	0.2375	9.7997E-02	0.1329	6.4001E-02	-0.4788	1.5274E-02
VAR5	-0.6236	-0.3766	0.6273	-0.2314	-0.1450	3.3662E-02	-7.2562E-03
VAR6	-0.5767	-0.6716	-0.2371	0.1917	0.3509	-1.5742E-02	-5.0050E-03
VAR7	-0.7087	0.3244	0.2408	0.4839	0.1633	0.2711	-1.2612E-02

ROTATE ORTHOGONAL FACTORS

VARIANX ROTATION OF 2 FACTORS BASED ON 7 TESTS

TEST 1	COMMUNALITY	0.548
TEST 2	COMMUNALITY	0.777
TEST 3	COMMUNALITY	0.777
TEST 4	COMMUNALITY	0.739
TEST 5	COMMUNALITY	0.531
TEST 6	COMMUNALITY	0.784
TEST 7	COMMUNALITY	0.608

NEW FACTOR PATTERN (COLUMNS ARE FACTORS)

TEST 1	-0.7265	-0.1440
TEST 2	-0.7255	-0.5002
TEST 3	-0.7458	-0.4694
TEST 4	-0.8201	-0.2581
TEST 5	-0.3120	-0.4583
TEST 6	-0.1100	-0.8784
TEST 7	-0.7700	-0.1208

PROPORTION OF VARIANCE ACCOUNTED FOR BY EACH FACTOR

FACTOR 1	VAR. PROP. = 0.4265
FACTOR 2	VAR. PROP. = 0.2539

APPENDIX 5.13

Contingent Numbers for External Validity Studies

- 5.13.1 Contingent Numbers for Correlations between Task Scores and Students' and Teachers' Assessments of Reading, Listening and Writing Abilities
- 5.13.2 Contingent Numbers for Correlations between Skill Composite Scores and Teachers' Assessments of Students' Reading, Listening and Writing Abilities
- 5.13.3 Contingent Numbers for Correlations between Total Test Scores, Total Teachers' Assessments and Subject Tutors' Assessments (Language and Academic Progress) at End of Term Two

Appendix 5.13.1

Contingent Numbers for Correlations between Task Scores and
Students' and Teachers' Assessments of
Reading, Listening and Writing Abilities

TABLE 5EEEE CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN TASK SCORES AND STUDENTS' SELF ASSESSMENTS OF READING, LISTENING AND WRITING ABILITIES

TASK CODES	SR						SL						SW					
	ALL NNS	C3	C11	C14	C18	C20	ALL NNS	C3	C11	C14	C18	C20	ALL NNS	C3	C11	C14	C18	C20
Reading																		
T012	306	52			106													
TA11	410	31	23	34	53	28												
TA12A	413	31	23	35	53	28												
TA12B	411	31	23	35	52	28												
TA13	408	31	23	35	53	28												
TB11	305	21		31	53	24												
TB12A	308	21		31	53	24												
TB12B	309	21		32	53	24												
TB13	308	21		31	53	24												
Listening																		
T021							298	52			103							
T031							298	50			103							
TA21							398	31	22	32	51	27						
TB21							292	21		28	52	23						
Writing																		
T011							305						305	51			105	
T032							305						305	51			105	
TA31							402						402	32	20	35	48	27
TA32							404						404	32	20	35	50	27
TB31							304						304	20		30	55	23
TB32							302						302	20		28	55	23

TABLE 5FFFF CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN TASK SCORES AND TEACHERS' COMMUNICATIVE
ASSESSMENTS OF STUDENTS' READING, LISTENING AND WRITING ABILITIES

TASK CODES	TCR						TCL						TCW					
	ALL NNS	C3	C11	C14	C18	C20	ALL NNS	C3	C11	C14	C18	C20	ALL NNS	C3	C11	C14	C18	C20
Reading																		
TO12	153	51			86													
TA11	170	32	23	22	49	27												
TA12A	170	32	23	22	49	27												
TA12B	169	32	23	22	48	27												
TA13	170	32	23	19	49	27												
TB11	96	20		19	35	22												
TB12A	98	20		19	37	22												
TB12B	98	20		19	37	22												
TB13	98	20		19	37	22												
Listening																		
TO21							124	41			70							
TO31							123	40			70							
TA21							156	32	23	30	29	26						
TB21							98	10		26	41	21						
Writing																		
TO11							155	53					155	53			81	
TO32							155	53					155	53			81	
TA31							179	32					179	32	23	35	37	28
TA32							181	32					181	32	23	35	39	28
TB31							116	22					116	22		29	42	23
TB32							114	22					114	22		27	42	23

TABLE 5GGGG CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN TASK SCORES AND TEACHERS' GLOBAL
ESTIMATES OF STUDENTS' READING, LISTENING AND WRITING ABILITIES

TASK CODES	<u>TGR</u>					<u>TGL</u>					<u>TGW</u>				
	ALL NNS	C3	C11	C14	C20	ALL NNS	C3	C11	C14	C20	ALL NNS	C3	C11	C14	C20
<u>Reading</u>															
TO12	74	52													
TA11	142	31	23	35	29										
TA12A	144	31	23	36	29										
TA12B	144	31	23	36	29										
TA13	144	31	23	36	29										
TB11	78	22		32	24										
TB12A	78	22		32	24										
TB12B	79	22		33	24										
TB13	78	22		32	24										
<u>Listening</u>															
TO21						75	53								
TO31						73	51								
TA21						145	32	23	36	29					
TB21						77	22		31	29					
<u>Writing</u>															
TO11											72	52			
TO32											72	52			
TA31											141	31	22	30	29
TA32											141	31	22	30	29
TB31											76	22		20	24
TB32											74	22		38	24

TABLE 5HHHH CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN READING, LISTENING AND WRITING TASK SCORES,
AMALGAMATED BY SESSION, AND STUDENTS' AND TEACHERS' ASSESSMENTS

TASK CODES	SR	SL	SW	TCR	TCL	TCW	TGR	TGL	TGW
<u>Reading</u>									
TO12	306			153			74		
TA11/TA12A & B	398			169			142		
TA13									
TB11/TB12A & B	300			95			77		
TB13									
<u>Listening</u>									
TO21/31		296			123			73	
TA21		398			156			145	
TB21		292			98			77	
<u>Writing</u>									
TO11/32			305			155			72
TA31/32			402			179			141
TB31/32			301			113			73

TABLE 51111 CONTINGENT NUMBERS FOR COEFFICIENTS OF CORRELATION BETWEEN STUDENTS' SELF-ASSESSMENTS AND TEACHERS' GLOBAL AND COMMUNICATIVE ASSESSMENTS OF PROFICIENCY IN READING, LISTENING AND WRITING

[illegible]

Appendix 5.13.2

Contingent Numbers for Correlations between Skill Composite
Scores and Teachers' Assessments of
Students' Reading, Listening and Writing Abilities

TABLE 5JJJJ

CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN SKILL COMPOSITE
SCORES AND TEACHERS' ASSESSMENTS OF
STUDENTS' READING, LISTENING AND WRITING ABILITIES

[illegible][illegible]

[illegible]

Appendix 5.13.3

Contingent Numbers for Correlations between
Total Test Scores, Total Teachers' Assessments and
Subject Tutors' Assessments (Language and Academic Progress)
at End of Term Two

TABLE 5KKKK
CONTINGENT NUMBERS FOR CORRELATIONS BETWEEN
TOTAL TEST SCORES, TOTAL TEACHERS' ASSESSMENTS AND
SUBJECT TUTORS' ASSESSMENTS (LANGUAGE AND ACADEMIC PROGRESS)
AT END OF TERM TWO

<u>TO + TA</u>						
	1	2	3	4	5	6
1	-	80	53	48	57	56
2		-	53	48	57	56
3			-	34	31	30
4				-	43	42
5					-	56
6						-

<u>TO + TB</u>						
	1	2	3	4	5	6
1	-	55	27	20	35	31
2		-	27	20	35	31
3			-	8	7	4
4				-	19	15
5					-	31
6						-

<u>TO + TA or TB</u>						
	1	2	3	4	5	6
1	-	135	80	68	92	87
2		-	80	68	92	87
3			-	42	38	34
4				-	62	57
5					-	87
6						-

APPENDIX 5.14

Influence of Background Variables

TABLE 5LLL THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS
AND COMBINATIONS OF SESSIONS ACCORDING TO VARIOUS AGE GROUPINGS - QUESTION 1

SESSION	Age Groupings										
	16-20		21-25		26-30		31-35		36+		
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	
TO+TA	Reading	58.4	22.6	55.7	24.8	52.4	16.2	60.0	24.1	55.5	19.3
	Writing	43.0	12.7	42.0	14.9	36.3	12.8	40.1	15.6	41.5	10.6
	Listening	23.0	12.4	21.2	10.9	22.8	6.7	22.9	8.4	23.9	9.4
	Grammar	41.8	10.6	41.1	9.7	38.3	7.3	37.5	8.9	37.2	8.3
	n = 50		n = 13		n = 25		n = 21		n = 17		
TO+TB	Reading	74.7	20.9	51.0	21.6	61.6	23.7	55.1	22.3	46.3	17.3
	Writing	51.1	9.8	35.2	13.5	43.9	11.2	36.5	14.5	35.9	11.5
	Listening	28.7	9.6	13.8	9.1	20.7	10.1	17.2	8.7	15.2	6.5
	Grammar	50.2	5.2	29.0	7.2	36.0	7.7	35.2	8.7	36.6	8.3
	n = 37		n = 6		n = 21		n = 18		n = 16		
TO	Reading	26.0	11.1	31.6	10.9	21.6	12.3	24.2	11.9	20.5	10.5
	Writing	28.4	8.0	31.2	10.0	22.7	10.1	23.4	10.9	23.4	9.7
	Listening	15.5	8.0	15.9	7.6	10.1	6.4	10.3	7.1	11.8	6.1
	Grammar	45.8	10.7	45.9	10.3	35.7	10.1	37.6	10.3	38.3	9.4
	n = 102		n = 56		n = 63		n = 51		n = 42		
TA	Reading	38.2	17.2	38.3	18.1	37.2	16.9	38.9	17.0	34.5	16.0
	Writing	18.8	7.2	19.6	7.2	18.0	6.3	18.7	6.9	17.2	7.6
	Listening	11.5	5.0	11.4	5.1	11.5	4.0	12.3	4.3	10.5	4.4
		n = 151		n = 100		n = 74		n = 59		n = 49	
TB	Reading	42.4	17.2	38.9	18.1	42.1	16.2	36.9	13.3	32.8	15.4
	Writing	17.3	7.1	15.4	7.6	18.6	5.3	16.2	6.2	16.8	5.4
	Listening	8.0	5.4	6.9	5.1	6.9	5.1	5.9	3.8	4.1	3.2
		n = 112		n = 52		n = 62		n = 47		n = 44	

TABLE 5MMMM THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS
AND COMBINATIONS OF SESSIONS ACCORDING TO SEX - QUESTION 2

SESSION		<u>Male</u>		<u>Female</u>	
		<u>\bar{x}</u>	<u>s.d.</u>	<u>\bar{x}</u>	<u>s.d.</u>
TO+TA	Reading	54.0	22.4	64.9	17.2
	Writing	39.0	13.6	46.0	11.9
	Listening	21.3	10.1	27.2	9.7
	Grammar	37.5	8.5	46.0	9.6
		n = 93		n = 33	
TO+TB	Reading	59.5	24.0	68.3	22.6
	Writing	41.3	13.5	48.3	11.7
	Listening	21.4	11.3	22.4	9.5
	Grammar	39.9	10.7	43.1	9.0
		n = 68		n = 30	
TO	Reading	23.0	11.8	29.5	10.9
	Writing	24.4	10.3	30.5	8.2
	Listening	12.1	7.9	15.4	7.1
	Grammar	39.1	11.2	46.3	9.5
		n = 215		n = 100	
TA	Reading	35.6	16.7	41.8	17.7
	Writing	17.5	6.9	20.9	7.0
	Listening	10.9	4.5	12.8	5.0
		n = 297		n = 139	
TB	Reading	39.1	16.8	40.1	16.7
	Writing	16.9	6.7	17.3	6.4
	Listening	6.4	4.9	7.7	4.9
		n = 230		n = 88	

TABLE 5NNNN THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS
AND COMBINATIONS OF SESSIONS ACCORDING TO LANGUAGE GROUPINGS - QUESTION 4

SESSION	Romance		Greek		Germanic		Semitic		Indo-Iranian		Sino-Tibetan		Malayo-Polynesian	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	69.9	22.5	67.1	20.3	57.0	24.4	43.5	14.8	55.0	21.3	51.0	17.9	57.2	18.1
	44.5	14.7	46.9	8.9	42.2	5.2	32.8	11.0	41.0	12.8	38.7	14.2	38.7	13.7
	24.5	9.0	22.4	7.9	25.4	10.4	20.0	7.8	26.9	8.6	16.2	11.1	22.3	11.1
	39.3	9.3	38.6	5.4	39.6	9.0	35.2	7.8	39.1	8.4	39.3	7.9	40.8	11.0
	n = 13		n = 14		n = 5		n = 35		n = 14		n = 20		n = 6	
TO+TB	71.8	17.4	70.0	15.5	87.0	17.1	36.5	10.0	52.8	22.6	43.0	7.2	81.3	22.3
	43.4	11.9	50.7	5.2	62.7	2.1	25.0	10.3	42.7	10.6	33.9	11.1	53.7	8.0
	21.1	10.1	24.1	3.4	32.3	9.6	13.4	6.7	20.7	9.0	10.7	8.0	30.2	9.1
	36.1	6.2	45.7	5.1	46.3	3.9	27.1	6.2	40.1	8.1	36.1	8.0	49.7	7.8
	n = 16		n = 7		n = 3		n = 15		n = 18		n = 7		n = 17	
TO	30.5	10.6	27.9	8.5	35.3	9.1	15.9	9.2	20.1	10.1	19.3	9.3	30.3	11.5
	25.3	8.7	29.2	5.2	34.9	8.8	18.8	10.1	23.5	9.1	22.8	9.0	29.4	9.7
	11.7	6.3	12.7	6.2	19.4	6.2	8.2	5.0	13.5	6.9	7.7	6.1	16.7	8.0
	38.4	8.2	40.5	10.6	50.1	7.0	32.9	10.4	38.7	10.1	39.1	8.0	46.4	9.6
	n = 37		n = 26		n = 41		n = 63		n = 39		n = 35		n = 31	
TA	40.8	17.1	36.3	13.9	43.9	20.5	26.5	12.4	40.2	17.5	38.4	15.7	37.7	19.1
	19.2	6.3	18.0	5.4	21.3	7.6	14.3	6.9	19.5	6.3	18.1	6.6	18.2	6.7
	11.5	5.0	10.8	4.6	13.9	4.8	10.2	4.5	11.8	4.5	10.9	5.0	11.4	3.7
	n = 37		n = 22		n = 47		n = 67		n = 41		n = 85		n = 33	
TB	37.1	13.1	34.3	14.3	52.0	11.7	24.7	14.2	40.0	16.8	34.3	13.8	47.3	17.5
	17.7	3.8	17.7	6.2	15.9	9.2	10.8	6.9	18.0	4.7	16.0	6.3	19.3	5.9
	8.1	5.8	5.7	4.4	8.9	5.0	4.6	4.1	8.3	5.2	5.0	4.3	9.5	4.7
	n = 22		n = 17		n = 9		n = 30		n = 48		n = 39		n = 41	

TABLE 50000 THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS
AND COMBINATIONS OF SESSIONS ACCORDING TO ACADEMIC LEVEL - QUESTION 5

SESSION	A		UG		PG		Other		
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	
TO+TA	Reading	52.5	21.5	84.7	15.3	58.4	20.2	52.8	21.0
	Writing	40.6	12.0	57.0	9.2	39.6	14.1	39.8	13.5
	Listening	19.9	11.9	33.0	10.3	23.7	8.0	23.2	9.6
	Grammar	39.8	10.5	48.8	7.7	37.6	8.0	41.8	10.0
		n = 42		n = 6		n = 52		n = 24	
TO+TB	Reading	73.3	22.0			54.4	21.5	56.7	24.6
	Writing	49.8	10.8			38.0	13.6	42.0	10.5
	Listening	27.7	10.5			17.6	8.8	18.4	9.2
	Grammar	49.5	6.9			35.4	8.6	35.7	7.1
		n = 37		n = 0		n = 44		n = 16	
TO	Reading	23.8	10.9	36.4	7.3	23.9	11.7	20.8	11.7
	Writing	27.0	7.8	34.8	8.5	24.2	10.5	23.7	9.0
	Listening	13.9	8.4	19.9	7.1	11.2	6.8	11.0	6.4
	Grammar	43.7	11.2	51.2	7.0	38.1	9.9	38.2	11.4
		n = 83		n = 44		n = 136		n = 48	
TA	Reading	34.7	15.9	41.6	21.3	37.4	16.4	39.8	16.3
	Writing	18.1	7.6	20.7	7.1	18.1	6.5	19.0	6.9
	Listening	10.2	5.1	13.0	4.5	11.7	4.0	12.5	4.5
			n = 145		n = 63		n = 131		n = 71
TB	Reading	40.2	17.8	41.5	18.4	39.1	15.9	37.5	14.9
	Writing	16.5	7.6	18.0	3.8	17.2	6.3	17.4	4.8
	Listening	7.1	5.3	10.1	4.5	6.2	4.5	5.8	4.4
			n = 126		n = 21		n = 134		n = 33

KEY

A: G.C.E. 'A' level or other course below undergraduate level

UG: University/polytechnic undergraduate

PG: University/polytechnic post-graduate

Other: Other

KEY

A: G.C.E. 'A' level or other
course below undergraduate level

UG: University/polytechnic
undergraduate

PG: University/polytechnic post-
graduate

Other: Other

TABLE 5PPPP THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS ACCORDING TO THE LENGTH OF TIME THEY HAVE BEEN IN BRITAIN - QUESTION 7

SESSION	Length of Time (Months)							
	0-2		3-12		13-36		37+	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA								
Reading	59.7	20.8	50.0	21.0	54.0	22.4	65.3	23.2
Writing	43.0	12.0	37.6	12.4	37.7	16.5	45.2	14.5
Listening	23.5	8.3	20.1	9.8	21.1	13.2	32.0	8.2
Grammar	40.1	7.2	36.5	8.6	40.0	12.7	46.1	11.8
	n = 50		n = 37		n = 23		n = 9	
TO+TB								
Reading	66.7	22.4	55.2	21.2	49.4	24.2	79.5	28.1
Writing	46.2	11.8	40.0	12.7	36.9	16.3	46.8	16.0
Listening	23.5	10.0	19.1	9.5	16.7	10.3	28.2	16.1
Grammar	41.7	8.5	39.0	11.7	37.2	12.8	49.8	6.9
	n = 52		n = 30		n = 10		n = 6	
TO								
Reading	26.1	11.6	20.5	11.4	21.8	11.2	27.2	10.2
Writing	26.7	8.8	23.3	9.7	22.8	11.5	27.4	8.3
Listening	13.0	6.7	10.6	7.1	11.4	8.7	17.1	8.7
Grammar	40.9	9.2	37.4	11.4	40.4	12.8	47.8	10.7
	n = 121		n = 91		n = 37		n = 22	
TA								
Reading	39.8	17.2	31.0	15.0	34.9	17.9	43.2	14.5
Writing	19.2	6.8	16.7	7.2	16.6	7.9	20.9	6.6
Listening	11.7	4.6	9.6	4.8	11.6	4.7	13.9	4.4
	n = 178		n = 93		n = 70		n = 33	
TB								
Reading	40.0	16.6	30.7	13.0	34.1	15.0	51.1	15.1
Writing	17.3	6.3	15.1	6.5	15.3	6.9	20.2	5.5
Listening	7.1	4.9	5.2	4.2	5.8	4.2	11.5	4.9
	n = 142		n = 53		n = 40		n = 33	

TABLE 5QQQQ THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
ACCORDING TO THE AMOUNT OF TIME SPENT (OUTSIDE OF CLASS) WITH PEOPLE WHO SPEAK ENGLISH - QUESTION 9

SESSION	None at all		Only a little		Half the time		Most of the time		All the time	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	42.4	29.9	50.9	19.9	53.9	18.9	64.8	17.4	75.6	19.6
	38.2	14.5	38.1	12.9	38.4	13.1	43.8	13.7	51.2	8.6
	15.8	10.3	19.6	9.1	20.7	8.6	26.2	8.8	35.1	8.1
	33.6	11.2	37.0	8.0	39.0	6.7	41.5	11.0	49.2	9.1
	n = 5		n = 48		n = 33		n = 23		n = 16	
TO+TB	28.0	0.0	61.3	24.3	61.2	21.9	59.8	21.1	92.2	14.9
	23.0	0.0	42.0	14.8	44.3	9.3	43.5	12.1	57.3	8.7
	14.0	0.0	21.2	10.0	21.0	10.3	19.7	9.2	39.3	6.3
	19.0	0.0	41.4	9.3	39.8	9.4	39.6	10.3	54.3	3.6
	n = 1		n = 41		n = 29		n = 20		n = 6	
TO	19.2	14.0	23.5	11.9	23.1	11.7	26.8	11.3	31.7	8.9
	22.6	10.9	25.0	10.3	24.8	10.0	28.0	9.8	31.7	6.1
	7.9	6.4	11.5	7.3	11.9	7.3	14.4	7.3	20.1	7.0
	33.8	12.4	40.0	10.4	39.2	10.5	43.0	11.2	50.2	9.0
	n = 10		n = 117		n = 79		n = 66		n = 36	
TA	22.3	15.1	32.5	16.6	38.1	17.2	43.4	15.0	42.7	17.1
	15.1	6.5	16.4	7.3	18.9	6.7	20.2	6.4	20.9	6.8
	8.7	4.1	10.2	4.9	11.5	4.3	12.6	4.5	13.1	4.6
	n = 13		n = 151		n = 91		n = 108		n = 62	
TB	35.0	15.9	34.5	16.1	38.2	15.7	43.1	16.6	45.3	16.9
	14.5	6.3	15.7	6.6	17.7	6.1	16.4	7.0	20.4	5.5
	5.8	1.8	6.0	4.7	6.5	4.5	7.2	5.2	7.9	5.8
	n = 6		n = 100		n = 66		n = 95		n = 44	

TABLE SRRRR THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
ACCORDING TO THE NUMBER OF YEARS THEY HAD SPENT STUDYING ENGLISH IN THEIR OWN COUNTRIES - QUESTION 10A

SESSION	1-2 Years		3-5 Years		6-8 Years		9-11 Years		12+ Years	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	49.6	24.0	56.8	22.1	51.0	19.7	67.3	13.9	64.2	19.0
	42.3	10.3	40.9	12.8	37.2	12.7	44.1	13.9	44.9	14.2
	19.3	11.8	19.6	9.7	21.0	8.1	29.2	7.1	27.1	9.5
	37.9	9.3	38.4	7.3	35.5	7.3	44.8	7.5	46.1	11.0
	n = 15		n = 27		n = 38		n = 12		n = 18	
TO+TB	58.6	23.1	74.5	19.6	59.8	20.3	67.4	25.5	59.9	24.3
	40.8	11.4	50.5	9.0	42.4	12.7	48.7	11.9	42.0	14.2
	16.1	10.5	25.5	7.6	21.6	8.1	23.5	10.1	25.5	11.2
	35.4	6.6	41.5	8.3	39.0	10.4	46.1	10.1	43.1	10.6
	n = 11		n = 13		n = 21		n = 20		n = 13	
TO	22.7	11.8	25.3	11.1	24.4	11.9	29.3	11.2	25.5	11.8
	25.6	6.7	26.5	9.2	24.7	10.9	30.3	9.4	29.0	9.8
	8.5	6.6	11.6	7.3	12.6	6.8	16.2	7.2	15.6	7.8
	36.3	8.4	39.5	10.1	39.4	10.1	46.7	9.5	46.0	11.0
	n = 30		n = 53		n = 78		n = 55		n = 42	
TA	33.2	16.3	31.9	17.8	35.2	16.0	41.7	18.2	43.5	15.2
	15.3	7.1	16.8	7.6	17.5	6.5	20.4	6.8	20.5	6.5
	10.4	5.1	9.3	4.8	11.5	4.6	13.4	4.2	12.3	4.2
	n = 33		n = 92		n = 87		n = 82		n = 81	
TB	38.7	16.6	34.6	17.4	35.8	14.9	41.6	17.0	43.8	16.2
	17.6	6.4	16.0	7.4	15.4	6.6	17.0	7.1	18.4	5.8
	8.4	5.8	5.2	5.2	6.8	4.7	7.0	4.5	6.8	4.8
	n = 18		n = 41		n = 51		n = 73		n = 79	

TABLE 55555 THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
ACCORDING TO THE NUMBER OF YEARS SPENT STUDYING ENGLISH IN BRITAIN - QUESTION 10B

SESSION	1 Year		2 Years		3+ Years	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	50.5	21.5	52.0	22.4	70.7	13.7
	39.6	12.8	36.9	16.5	49.1	5.9
	18.5	11.9	21.2	13.0	31.6	6.3
	37.5	10.9	44.2	10.0	49.6	6.3
	n = 24		n = 10		n = 7	
TO+TB	56.5	20.3	69.4	22.2	79.0	26.6
	44.3	9.0	46.4	18.3	50.3	9.9
	21.3	9.9	22.1	10.9	29.1	14.3
	44.3	13.1	46.4	10.5	51.1	6.7
	n = 4		n = 7		n = 7	
TO	19.0	10.4	24.5	11.1	29.3	9.6
	23.8	10.3	26.6	10.5	29.0	6.5
	9.3	7.4	12.9	8.4	18.7	7.4
	39.3	11.8	45.3	9.8	51.1	7.6
	n = 31		n = 21		n = 21	
TA	34.9	15.8	36.9	15.1	43.0	13.2
	16.9	7.7	17.0	7.1	20.0	7.6
	10.5	5.2	12.0	4.0	13.8	4.7
	n = 49		n = 27		n = 24	
TB	31.1	18.1	40.0	16.5	49.9	14.3
	15.7	7.3	14.9	8.3	20.2	4.4
	6.5	5.4	6.6	5.1	11.1	5.4
	n = 17		n = 20		n = 21	

TABLE 5TTTT THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
ACCORDING TO WHETHER THEY HAD PREVIOUSLY BEEN TAUGHT A SUBJECT(S) THROUGH THE MEDIUM OF ENGLISH - QUESTION 11A

SESSION	1				2			
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	Reading	58.1	21.5	55.9	21.7			
	Writing	42.0	14.3	39.6	12.4			
	Listening	25.7	10.7	19.7	8.9			
	Grammar	42.5	9.9	36.5	8.0			
		n = 68		n = 57				
TO+TB	Reading	62.1	23.9	63.1	23.8			
	Writing	44.2	12.8	43.1	13.4			
	Listening	23.6	9.9	19.4	11.3			
	Grammar	42.5	10.2	39.2	9.7			
		n = 58		n = 39				
TO	Reading	24.3	11.4	25.8	12.4			
	Writing	26.5	9.6	26.2	10.5			
	Listening	14.6	7.6	11.4	7.7			
	Grammar	42.7	11.3	39.9	10.8			
		n = 170		n = 139				
TA	Reading	38.0	17.5	37.0	16.9			
	Writing	19.1	6.9	17.6	7.4			
	Listening	11.6	4.6	11.1	5.0			
		n = 276		n = 146				
TB	Reading	41.1	16.6	34.5	16.4			
	Writing	17.6	6.3	15.1	7.2			
	Listening	7.0	4.9	6.0	5.2			
		n = 234		n = 76				

KEY

- 1: Those who had previously
been taught through the
medium of English
- 2: Those who had never previously
been taught through the
medium of English

TABLE SUUUU THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
 ACCORDING TO WHETHER THEY HAD STUDIED THE SUBJECT(S) IN ENGLISH AT (a) PRIMARY LEVEL
 (b) SECONDARY LEVEL, OR (c) AS AN UNDERGRADUATE OR POST-GRADUATE - QUESTION 11B

SESSION	(a)	(b)	(ab)	(c)	(ac)	(bc)	(abc)
	\bar{x} s.d. \bar{x} s.d. \bar{x} s.d. \bar{x} s.d. \bar{x} s.d. \bar{x} s.d.						
TO+TA	n = 2	n = 27	n = 12	n = 21	n = 0	n = 3	n = 3
Reading	68.5 30.5	58.6 22.5	62.8 20.8	51.8 15.1		33.3 16.1	83.7 16.9
Writing	40.0 20.0	42.9 13.8	42.8 15.0	37.4 12.1		37.7 18.9	56.3 9.9
Listening	35.5 11.5	22.5 13.2	30.6 6.4	24.8 5.7		19.3 3.1	39.0 7.0
Grammar	48.0 10.0	42.7 9.6	46.8 11.4	38.1 7.6		32.3 2.5	53.0 6.5
	n = 2	n = 27	n = 12	n = 21	n = 0	n = 3	n = 3
TO+TB							
Reading	73.0 32.0	75.9 21.2	72.2 20.4	53.7 21.0		47.0 0.8	42.8 14.6
Writing	52.0 11.0	50.6 7.9	49.1 8.3	39.5 14.9		40.0 2.5	31.3 10.9
Listening	28.0 13.0	29.0 8.1	28.5 9.0	19.9 7.2		22.7 6.2	10.0 3.4
Grammar	39.5 10.5	48.0 5.8	51.6 5.0	36.7 9.0		40.3 3.3	29.3 7.2
	n = 2	n = 15	n = 13	n = 21	n = 0	n = 3	n = 4
TO							
Reading	23.2 16.9	25.8 11.2	26.6 10.1	21.5 10.6		23.5 12.5	28.3 12.8
Writing	22.6 15.0	26.8 8.3	28.5 7.5	24.3 9.9		26.4 12.8	29.3 10.7
Listening	14.8 9.8	14.2 8.1	19.8 5.1	11.9 6.1		16.5 7.9	15.8 8.1
Grammar	40.4 12.0	42.9 11.4	50.4 8.8	38.3 9.9		41.8 10.3	43.3 12.9
	n = 5	n = 54	n = 29	n = 59	n = 0	n = 8	n = 12
TA							
Reading	29.3 20.5	36.0 17.5	38.4 15.7	36.9 17.1	34.0 0.0	40.5 17.0	47.0 15.9
Writing	14.9 8.3	18.3 6.5	20.2 6.7	18.4 6.7	17.0 0.0	19.2 6.5	21.0 7.6
Listening	10.8 5.8	10.7 5.4	12.4 4.0	12.0 3.9	15.0 0.0	10.6 3.9	12.5 4.5
	n = 12	n = 82	n = 65	n = 69	n = 1	n = 17	n = 27
TB							
Reading	47.2 18.4	38.7 16.6	43.8 16.8	33.6 15.1		44.3 18.1	45.5 13.6
Writing	19.3 4.9	15.6 7.4	19.3 4.7	15.4 6.7		18.7 5.7	18.9 5.7
Listening	8.3 5.9	7.0 5.0	8.4 5.4	6.0 4.0		7.1 4.4	6.2 4.5
	n = 6	n = 56	n = 55	n = 48	n = 0	n = 15	n = 53

TABLE 5VVVV THE MEANS AND STANDARD DEVIATIONS OF N.N.S. STUDENTS TAKING SINGLE SESSIONS AND COMBINATIONS OF SESSIONS
ACCORDING TO HOW FREQUENTLY THEY PREVIOUSLY NEEDED TO READ BOOKS/ARTICLES, ETC. (IN ENGLISH)

IN THEIR SUBJECT AREA OF SPECIALISATION - QUESTION 12

SESSION		Never		Sometimes		Often	
		\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TO+TA	Reading	58.3	26.9	53.4	19.2	60.7	22.6
	Writing	42.3	7.3	38.1	13.7	43.6	13.1
	Listening	22.3	9.8	20.6	8.6	25.3	11.1
	Grammar	33.5	6.3	38.3	8.7	41.8	10.0
		n = 4		n = 57		n = 63	
TO+TB	Reading	43.3	17.2	52.7	21.2	70.5	22.7
	Writing	36.3	18.5	40.7	11.2	46.3	13.3
	Listening	12.0	5.0	18.1	9.3	25.1	10.6
	Grammar	35.0	8.5	38.4	8.8	43.4	10.5
		n = 3		n = 39		n = 55	
TO	Reading	21.8	10.9	21.3	11.8	28.1	11.0
	Writing	24.7	10.5	23.5	10.0	28.5	9.4
	Listening	10.4	8.1	10.6	6.8	15.4	7.8
	Grammar	36.8	11.5	38.1	10.7	44.4	10.6
		n = 10		n = 131		n = 165	
TA	Reading	31.9	19.3	35.3	16.3	40.2	17.3
	Writing	13.9	8.8	17.5	6.8	19.9	6.8
	Listening	10.3	5.8	11.0	4.6	12.0	4.7
		n = 22		n = 172		n = 221	
TB	Reading	28.4	17.2	34.7	16.2	42.5	16.3
	Writing	13.9	8.5	14.8	6.6	18.3	6.2
	Listening	3.1	2.7	6.0	4.6	7.4	5.1
		n = 9		n = 106		n = 195	